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Columbia University
in the City of New York

TEACHERS COLLEGE

SCHOOL OF EDUCATION

SCHOOL OF PRACTICAL ARTS

ANNOUNCEMENT 1918-1919

REGISTER OF STUDENTS 1917-1918

DEGREES AND DIPLOMAS CONFERRED 1916-1917

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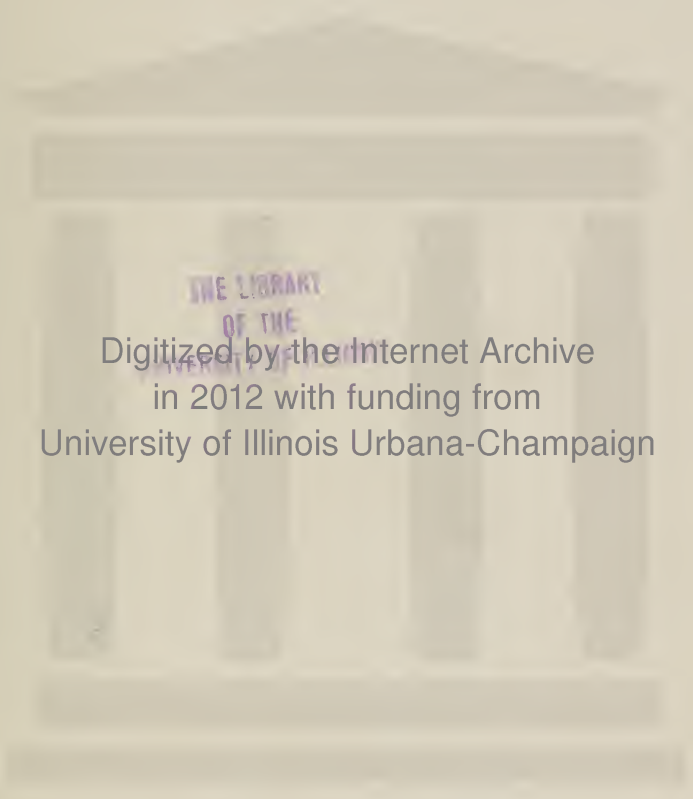
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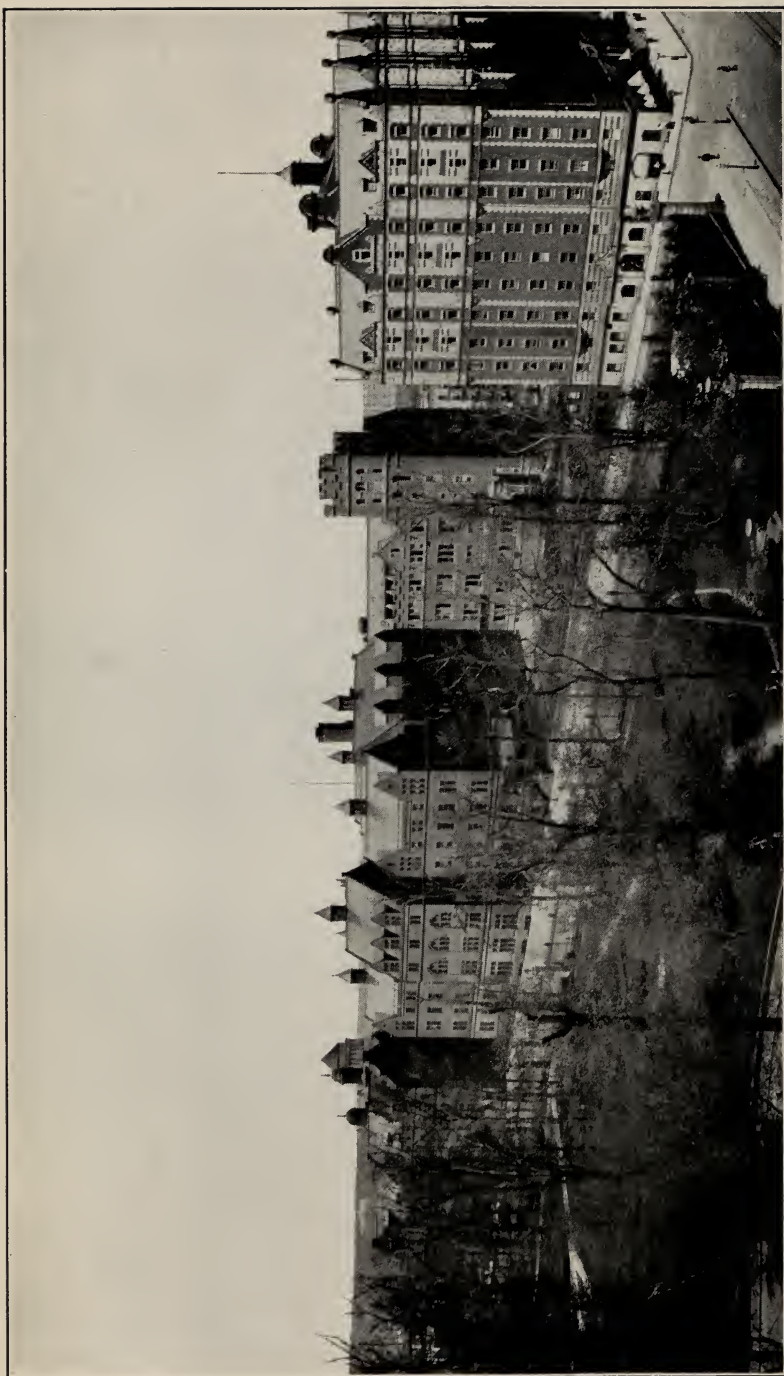
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TEACHERS COLLEGE BUILDINGS, SOUTHERN FRONT.

Physical
Education
Building

Milbank, Macy
and
Main Buildings

Household Arts
Building

Whittier Hall

Horace
Mann
School

(The Speyer School and the Horace Mann High School for Boys are not shown)

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Columbia University
in the City of New York

TEACHERS COLLEGE

SCHOOL OF EDUCATION

ANNOUNCEMENT

1918-1919

Published by
Teachers College, Columbia University
525 West 120th Street
New York City

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1918/19

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HENRY CARR PEARSON, A.B., *Principal, Horace Mann School*
OTIS W. CALDWELL, Ph.D., *Director, The Lincoln School*
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Professor MONROE (1920)	
Professor BONSER (1920)	} Faculty of Practical Arts
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- NICHOLAS MURRAY BUTLER, Ph.D., Jur.D., LL.D., Litt.D.....*President*
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A.B., Cornell, 1887; Ph.D., Leipzig, 1894; LL.D., Dickinson, 1903; Colorado, 1905; McGill, 1909
- SAMUEL TRAIN DUTTON.....*Emeritus Professor of Educational Administration*
A.B., Yale, 1873; A.M., 1900; LL.D., Baylor, 1912
- JOHN FRANCIS WOODHULL.....*Professor of Physical Science*
A.B., Yale, 1880; Ph.D., Columbia, 1899
- FRANKLIN THOMAS BAKER.....*Professor of English Language and Literature*
A.B., Dickinson, 1885; A.M., 1889; Litt.D., 1908; A.M., Columbia, 1900
- RICHARD ELWOOD DODGE.....*Emeritus Professor of Geography*
A.B., Harvard, 1890; A.M., 1894
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Diploma, Teachers College, 1890
- ²FRANK MORTON MCMURRY.....*Professor of Elementary Education*
Ph.D., Jena, 1889
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A.B., Johns Hopkins, 1883; Ph.D., 1886; LL.D., Franklin and Marshall, 1901
- DAVID EUGENE SMITH.....*Professor of Mathematics*
Ph.B., Syracuse, 1881; Ph.M., 1884; Ph.D., 1887; M.Pd., Michigan State Normal College, 1898; LL.D., Syracuse, 1905
- THOMAS DENISON WOOD.....*Professor of Physical Education*
A.B., Oberlin, 1888; A.M., 1891; M.D., Columbia, 1891
- PAUL MONROE.....*Professor of the History of Education and Director of School of Education*
B.S., Franklin, 1890; Ph.D., Chicago, 1897; LL.D., Peking, China, 1913
- JULIUS SACHS.....*Emeritus Professor of Secondary Education*
A.B., Columbia, 1867; A.M., 1871; Ph.D., Rostock, 1871
- FREDERICK J. E. WOODBRIDGE.....*Johnsonian Professor of Philosophy*
A.B., Amherst, 1889; A.M., 1898; LL.D., 1903; LL.D., University of Colorado, 1915
- EDWARD LEE THORNDIKE.....*Professor of Educational Psychology*
A.B., Wesleyan, 1895; Harvard, 1896; A.M., 1897; Ph.D., Columbia, 1898
- ²ARTHUR WESLEY DOW.....*Professor of Fine Arts*
Pupil of Boulanger, Lefebvre, Doucet, and Delance; exhibitor in Salons of 1886, '87, '89, honorable mention, 1889; medals, Mechanics' Exhibition, Boston; Pan-American Exposition, Buffalo; director, Ipswich Summer School of Art, 1900-1906
- JOHN DEWEY.....*Professor of Philosophy*
A.B., Vermont, 1879; Ph.D., Johns Hopkins, 1884; LL.D., Wisconsin, 1904; Vermont, 1910; Michigan, 1913; Johns Hopkins, 1915; Illinois College, 1917
- HENRY JOHNSON.....*Professor of History*
B.L., Minnesota, 1889; A.M., Columbia, 1902
- MAURICE ALPHEUS BIGELOW.....*Professor of Biology and Director of School of Practical Arts*
B.S., Ohio Wesleyan, 1894; M.S., Northwestern, 1896; Ph.D., Harvard, 1901

²Absent on leave, Spring Session, 1918-19

* Died, Dec. 29, 1917

- CHARLES T. MCFARLANE.....*Controller and Professor of Geography*
B.Pd., New York State Normal College, 1894; M.Pd., Michigan State Normal
College, 1901; D.Pd., New York State College for Teachers, 1904
- GEORGE DRAYTON STRAYER....*Professor of Educational Administration*
A.B., Johns Hopkins, 1903; Ph.D., Columbia, 1905
- DAVID SNEDDEN.....*Professor of Education*
A.B., Stanford, 1897; A.M., Columbia, 1901; Ph.D., 1907
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B.S., Illinois, 1901; M.S., 1902; Ph.D., Columbia, 1910.
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B.S., Massachusetts Institute of Technology, 1896; Sc.D., 1914
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Director of The Lincoln School*
B.S., Franklin College, 1894; Ph.D., University of Chicago, 1898
- WILLIAM C. BAGLEY.....*Professor of Education*
B.S., Michigan Agricultural College, 1895; M.S., University of Wisconsin,
1898; Ph.D., Cornell University, 1900
- WILLIAM HEARD KILPATRICK.....*Professor of Education*
A.B., Mercer, 1891; A.M., 1892; Ph.D., Columbia, 1912
- CHARLES HUBERT FARNSWORTH.....*Associate Professor of Music*
Student of music, Boston and Worcester; organist and teacher of music,
Worcester, 1886-88; student of school music in England, 1894; France and
Germany, 1909
- ELIJAH WILLIAM BAGSTER-COLLINS....*Associate Professor of German*
A.B., Brown, 1897; A.M., Columbia, 1898.
- THOMAS HENRY BRIGGS.....*Associate Professor of Education*
A.B., Wake Forest, 1896; Ph.D., Columbia, 1914
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A.B., Michigan, 1902; A.M., Columbia, 1907
- ANNA M. COOLEY....*Associate Professor of Household Arts Education*
B.S., Columbia, 1903
- PATTY SMITH HILL.....*Associate Professor of Education*
Diploma, Louisville Kindergarten Training School, 1889; principal, Louisville
Kindergarten Training School, and supervisor of kindergartens, 1893-1905
- VIRGIL PRETTYMAN.....*Principal of Horace Mann School for Boys,
with rank of Assistant Professor*
A.B., Dickinson, 1892; A.M., 1895; Pd.D., 1905
- HENRY CARR PEARSON.....*Principal of Horace Mann School,
with rank of Assistant Professor*
A.B., Harvard, 1892
- HENRY ALFORD RUGER...*Assistant Professor of Educational Psychology*
A.B., Beloit, 1895; A.M., Chicago, 1905; Ph.D., Columbia, 1910
- ²ROMIETT STEVENS.....*Assistant Professor of Secondary Education*
B.S., Columbia, 1907; A.M., 1908; Ph.D., 1912
- ³ALBERT AMÉDÉE MÉRAS.....*Assistant Professor of French*
A.B., College of the City of New York, 1900; A.M., New York University,
1904; Ph.D., 1908
- ³MARION REX TRABUE.....*Assistant Professor of Education*
A.B., Northwestern, 1911; A.M., Columbia, 1914; Ph.D., 1915

¹ Absent on leave, Winter Session, 1918-19

² Absent on leave, Spring Session, 1918-19

³ Absent on leave, 1918-19

- TRUMAN L. KELLEY.....*Assistant Professor of Education*
A.B., University of Illinois, 1909; A.M., 1911; Ph.D., Columbia, 1914
- WILLIAM ARTHUR MADDOX.....*Assistant Professor of Education*
A.B., William and Mary, 1904; A.M., Columbia, 1911; Ph.D., 1918
(The following two advisers have seats, by invitation, in the Faculty of Education.)
- GEORGE ALBERT COE..*Professor of Religious Education and Psychology, Union Theological Seminary, and Adviser in Religious Education, Teachers College*
A.B., University of Rochester, 1884; A.M., 1888; LL.D., 1909; S.T.B., Boston, 1887; Ph.D., 1891
- WARREN H. WILSON....*Associate in Education and Adviser in Rural Education*
A.B., Oberlin, 1890; A.M., 1894; D.D., 1916; Ph.D., Columbia, 1907; D.D., Tusculum College, 1912

Faculty of Practical Arts

- NICHOLAS MURRAY BUTLER, Ph.D., Jur.D., LL.D., Litt.D....*President*
- JAMES EARL RUSSELL.....*Dean and Barnard Professor of Education*
A.B., Cornell, 1887; Ph.D., Leipzig, 1894; LL.D., Dickinson, 1903; Colorado, 1905; McGill, 1909
- *HELEN KINNE.....*Professor of Household Arts Education*
Diploma, Teachers College, 1890
- THOMAS DENISON WOOD.....*Professor of Physical Education*
A.B., Oberlin, 1888; A.M., 1891; M.D., Columbia, 1891
- WILLIAM JOHN GIES.....*Professor of Biological Chemistry*
B.S., Pennsylvania College, 1893; M.S., 1896; Sc.D., 1914; Ph.B., Yale, 1894; Ph.D., 1897
- ²ARTHUR WESLEY DOW.....*Professor of Fine Arts*
Pupil of Boulanger, Lefebvre, Doucet, and Delance; exhibitor in Salons of 1886, '87, '89; honorable mention, 1889; medals, Mechanics' Exhibition, Boston; Pan-American Exposition, Buffalo; director, Ipswich Summer School of Art, 1900-1906
- MARY ADELAIDE NUTTING.....*Professor of Nursing and Health*
Diploma, Johns Hopkins Hospital Training School for Nurses, 1891; superintendent of nurses and principal of training school, Johns Hopkins Hospital Training School, 1894-1907
- MAURICE ALPHEUS BIGELOW.....*Professor of Biology and Director of School of Practical Arts*
B.S., Ohio Wesleyan, 1894; M.S., Northwestern, 1896; Ph.D., Harvard, 1901
- HENRY CLAPP SHERMAN.....*Professor of Food Chemistry*
B.S., Maryland State College, 1893; Sc.D., 1913; A.M., Columbia, 1896; Ph.D., 1897
- CHARLES EDWARD LUCKE.....*Professor of Mechanical Engineering*
B.S., College of the City of New York, 1895; M.S., New York University, 1899; Ph.D., Columbia, 1902
- CHARLES T. MCFARLANE.....*Controller and Professor of Geography*
B.Pd., New York State Normal College, 1894; M.Pd., Michigan State Normal College, 1901; D.Pd., New York State College for Teachers, 1904
- ¹FREDERICK GORDON BONSER.....*Professor of Education*
B.S., Illinois, 1901; M.S., 1902; Ph.D., Columbia, 1910
- CHARLES HUBERT FARNSWORTH.....*Associate Professor of Music*
Student of music, Boston and Worcester; organist and teacher of music,

¹Absent on leave, Winter Session, 1918-19²Absent on leave, Spring Session, 1918-19

* Died, Dec. 29, 1917

- Worcester, 1886-88; student of school music in England, 1894; France and Germany, 1909
- CLIFFORD BREWSTER UPTON.....*Secretary and Associate Professor of Mathematics*
A.B., Michigan, 1902; A.M., Columbia, 1907
- MAY B. VAN ARSDALE.....*Associate Professor of Household Arts*
B.S., Columbia, 1905
- ANNA M. COOLEY..*Associate Professor of Household Arts Education*
B.S., Columbia, 1903
- MARY SWARTZ ROSE.....*Associate Professor of Household Arts*
B.L., Denison, 1901; B.S., Columbia, 1906; Ph.D., Yale, 1909
- ¹HERMANN T. VULTÉ.....*Assistant Professor of Household Arts*
Ph.B., Columbia, 1881; Ph.D., 1885
- WILLYSTINE GOODSSELL.....*Assistant Professor of Education*
B.S., Columbia, 1905; A.M., 1906; Ph.D., 1910
- ²JANE FALES.....*Assistant Professor of Household Arts*
B.S., Columbia, 1907
- AZUBAH JULIA LATHAM.....*Assistant Professor of Speech*
A.B., Boston, 1888; diploma, School of Expression, Boston, 1890
- GRACE CORNELL.....*Assistant Professor of Fine Arts*
Diploma, Pratt Institute, 1899; graduate student, 1899-1901; London School of Art, 1907-08; pupil of Swan, Brangwyn and Snell
- ALON BEMENT.....*Assistant Professor of Fine Arts*
Diploma, Boston Museum School of Fine Arts, 1896; Nääs Institute, Sweden, 1898; student, Ecole des Beaux-Arts, Paris, 1900-02
- CHARLES WILLIAM WEICK.....*Assistant Professor of Industrial Arts*
B.S., Ohio State University, 1898
- BENJAMIN R. ANDREWS.....*Assistant Professor of Household Arts*
A.B., Cornell, 1901; A.M., 1903; Ph.D., Columbia, 1909
- ALLAN ABBOTT.....*Assistant Professor of English*
A.B., Harvard, 1896; A.M., 1911
- ³ANNIE W. GOODRICH.....*Assistant Professor of Nursing and Health*
State Inspector of Training Schools for Nurses, New York State, 1910
- MARY THEODORA WHITLEY.....*Assistant Professor of Education*
B.S., Columbia, 1905; A.M., 1906; Ph.D., 1911
- JEAN BROADHURST.....*Assistant Professor of Biology*
B.S., Columbia, 1903; A.M., 1908; Ph.D., Cornell, 1914
- CLIFFORD D. CARPENTER.....*Assistant Professor of Chemistry*
B.Pd., Michigan State Normal College, 1905; A.B., 1906; Ph.D., University of Chicago, 1915
- CORA MARGUERITE WINCHELL.....*Assistant Professor of Household Arts Education*
B.S., Columbia, 1909
- EMMA H. GUNTHER.....*Assistant Professor of Household Arts*
B.S., Columbia, 1911; A.M., 1915
- J. MONTGOMERY GAMBRILL.....*Assistant Professor of History*
A.M., Columbia, 1913

¹ Absent on leave, Winter Session, 1918-19

² Absent on leave, Spring Session, 1918-19

³ Absent on leave, 1918-19

- ANNA WOODS BALLARD.....*Assistant Professor of French*
A.B., Toronto, 1900; A.M., 1913; diploma in French and German, Association
phonétique internationale, 1908; student, University of Berlin, 1907-08
- WILHELMINA SPOHR.....*Assistant Professor of Household Arts*
Education
B.S., Kansas State Agricultural College, 1897; diploma, Stout Institute, 1907;
B.S., Columbia, 1914; A.M., 1917
- ISABEL MAITLAND STEWART.....*Assistant Professor of Nursing and*
Health
B.S., Columbia, 1911; A.M., 1913

II—OTHER OFFICERS OF INSTRUCTION

Professors

- CHARLES SEARS BALDWIN.....*Professor of Rhetoric and*
English Composition in Columbia University
A.B., Columbia, 1888; A.M., 1889; Ph.D., 1894
- JULIUS AUGUST BEWER.....*Professor of Old Testament History and*
Theology in Union Theological Seminary
B.D., Union Theological Seminary, 1898; Ph.D., Columbia, 1900
- ROBERT EMMET CHADDOCK.....*Associate Professor of Statistics*
in Columbia University
A.B., Wooster College, 1900; A.M., Columbia, 1906; Ph.D., 1908
- GEORGE PHILIP KRAPP...*Professor of English in Columbia University*
A.B., Wittenberg, 1894; A.M., 1897; Ph.D., Johns Hopkins, 1899
- HARRY FREDERICK WARD.....*Professor of Christian Ethics*
in Union Theological Seminary
A.B., Northwestern, 1897; A.M., Harvard, 1898

Associates

- WILLIAM EDWIN BRECKENRIDGE.....*Associate in Mathematics*
A.B., Yale, 1893; A.M., 1902
- MABEL CARNEY.....*Associate in Education*
Diploma, State Normal School, DeKalb, Illinois; student, Teachers College,
1909-10
- NICKOLAUS LOUIS ENGELHARDT.....*Associate in Education*
A.B., Yale, 1903
- ELBERT K. FRETWELL.....*Associate in Scouting and Recreational*
Leadership and Instructor in Secondary Education
A.B., La Grange, 1899; A.M., Brown, 1905; Ph.D., Columbia, 1917
- FRANK WILLIAM HART.....*Associate in Education*
A.B., Indiana University, 1908; graduate student, Teachers College, 1916-17
- ISAAC L. KANDEL.....*Associate in Education*
A.B., Manchester, 1902; A.M., 1906; Ph.D., Columbia, 1910
- WILLIAM JACOB KRAFT.....*Associate in Music*
B.Mus., Yale, 1902
- THOMAS H. POWERS SAILER.....*Associate in Education*
A.B., Princeton, 1889; Ph.D., Pennsylvania, 1895

Instructors

- LOUISE S. ATKINSON.....*Instructor in Kindergarten Education*
B.S., Columbia, 1912
- MATTHEW GRUENBERG BACH.....*Instructor in German*
A.B., Trinity, 1910; A.M., Columbia, 1911

- EMMA R. BAKER.....*Instructor in Household Arts*
Simmons College certificate in institutional management, 1906
- LYDIA RAY BALDERSTON.....*Instructor in Household Arts*
B.S., Columbia, 1911; A.M., 1915
- LAURA IRENE BALDT.....*Instructor in Household Arts*
B.S., Columbia, 1910
- ³CLYDE A. BOWMAN.....*Instructor in Industrial Arts*
B.S., Columbia, 1915
- GRACE LILLIAN BROWN.....*Instructor in Kindergarten Education*
B.S., Columbia, 1916
- AGNES BURKE.....*Instructor in Kindergarten Education*
B.S., Columbia, 1913
- EDITH P. CHACE.....*Instructor in Household Arts Education*
B.S., Columbia, 1915
- CLARA FRANCES CHASSELL.....*Instructor in Experimental Education*
A.B., Cornell College, 1912; M.Di., Iowa State Teachers College, 1913; A.M., Northwestern University, 1914; graduate student, Columbia, 1916-17.
- ERICA CHRISTIANSEN.....*Instructor in Household Arts Education*
B.S., Columbia, 1917
- GERTRUDE K. COLBY.....*Instructor in Physical Education*
Diploma, Harvard Summer School of Physical Education, 1910; diploma, Teachers College, 1912
- ANNA COLMAN.....*Instructor in Household Arts*
A.B., Smith, 1914; B.S., Columbia, 1916; A.M., 1917
- ELIZABETH CHRISTINE COOK.....*Instructor in English*
A.B., Smith, 1899; A.M., Columbia, 1902; Ph.D., 1912
- MARGARET ZERBE COWL.....*Instructor in Music*
Diploma, Teachers College, 1903; student, piano music, in France and Germany; pupil of E. A. McDowell, Raphael Joseffy and Harold Bauer
- MARIE GRACE DASCHBACH.....*Instructor in Music*
Pupil of John Dennis Mehan.
- GRACE ALICE DAY.....*Instructor in Elementary Education*
B.S., Columbia, 1911
- LUCIA WILLIAMS DEMENT.....*Instructor in Fine Arts*
Diploma Art Institute of Chicago, 1905; diploma, Teachers College, 1908
- HELEN ELIZABETH DILLER.....*Instructor in English*
B.S., Columbia, 1914; A.M., 1916
- LILLIAN CURTIS DREW.....*Instructor in Physical Education*
Diploma, Boston Normal School of Gymnastics, 1893
- HAROLD U. FAULKNER.....*Instructor in History*
A.B., Wesleyan University, 1913; A.M., Columbia, 1915; Ph.D., 1916
- KATHARINE A. FISHER.....*Instructor in Household Arts*
B.S., Columbia, 1916
- ELSA L. FRAME.....*Instructor in Household Arts*
Certificate, Toledo Manual Training School, 1912
- CHARLOTTE A. FRANCIS.....*Instructor in Chemistry*
B.S., Columbia, 1906; A.M., 1912
- LUCILE GRACE FRENCH.....*Instructor in Household Arts*
Diploma, Framingham, Mass., Normal School, 1906

³Absent on leave, 1918-19

- HELEN FROST.....*Instructor in Physical Education*
Student, Teachers College, 1916-17
- CHARLOTTE GANO GARRISON.....*Instructor in Kindergarten Education*
B.S., Columbia, 1909
- ARTHUR I. GATES.....*Instructor in Psychology*
B.L., University of California, 1914; A.M., 1915; Ph.D., Columbia, 1917
- FRED FOREMAN GOOD.....*Instructor in Physical Science*
A.B., Juniata, 1909; A.M., Columbia, 1911
- HELEN CRANDELL GOODSPEED...*Instructor in Household Arts Education*
B.S., Columbia, 1917
- ELIZABETH GUILFORD.....*Instructor in Household Arts*
and Steward
B.S., Columbia, 1916
- LILIAN M. B. GUNN.....*Instructor in Household Arts*
Diploma, Teachers College, 1913
- MAY MARGARET HALLETT.....*Instructor in Household Arts*
- HÉLÈNE J. HARVITT.....*Instructor in French*
A.B., Columbia, 1907; Ph.D., 1913
- HATTIE L. HEFT.....*Instructor in Biological Chemistry*
B.S., Louisville, 1912; M.S., 1913; A.M., Columbia, 1914; Ph.D., 1917
- JESSICA M. HILL.....*Instructor in English*
B.S., Columbia, 1912; A.M., 1913
- LETA STETTER HOLLINGWORTH...*Instructor in Educational Psychology*
A.B., Nebraska, 1906; A.M., Columbia, 1913; Ph.D., 1916
- GEORGE T. HOLM.....*Instructor in Physical Training*
Instructor, Brookline, Mass., 1900-05; Sargent Normal School of Physical
Training and Wellesley College, 1902-04; Harvard Summer School, 1903-04
- LEILA JOHNSON.....*Instructor in Household Arts*
B.L., University of Minnesota, 1893
- SUSAN JOHNSON.....*Instructor in Nursing and Health*
Student, Normal School, Berkeley, California; student, University of California
- HELEN LATHAM.....*Instructor in Music*
Diploma, American Institute of Normal Methods, 1901; Teachers College, 1905
- W. A. MCCALL.....*Instructor in Experimental Education*
B.S., Cumberland College, 1911; A.B., Lincoln Memorial University, 1913;
A.M., Columbia, 1914; Ph.D., 1916
- JANET ROWLAND McCASTLINE.....*Recorder, Department*
of Physical Education
A.B., Columbia, 1902; A.M., 1905
- MARY G. MCCORMICK.....*Instructor in Household Arts*
A.B., Cornell, 1906; A.M., Columbia, 1908
- ELLEN BEERS MCGOWAN.....*Instructor in Household Arts*
B.S., Columbia, 1910
- MAUD MARCH.....*Instructor in Physical Education*
Diploma, Anderson Normal School, 1893
- JOSEPHINE A. MARSHALL.....*Instructor in Household Arts Education*
B.S., Columbia, 1911
- CHARLES J. MARTIN.....*Instructor in Fine Arts*
Diploma, Teachers College, 1909; student, Art Students League, 1906; student,
Paris, 1913-14; exhibitor in Salon of 1914
- CHARLES HENRY MEEKER.....*Instructor in Fine Arts*
B.S., Columbia, 1917

TEACHERS COLLEGE

- DAY MONROE.....*Instructor in Household Arts*
A.B., Washburn College, 1908; A.M., Columbia, 1916
- ANNIE E. MOORE.....*Instructor in Elementary and Kindergarten Education*
B.S., Columbia, 1910; A.M., 1915
- LOIS COFFEY MOSSMAN.....*Instructor in Elementary Education*
B.S., Columbia, 1911
- MARGARET ELEANOR NOONAN.....*Instructor in Education*
B.S., Columbia, 1915; graduate student, Teachers College, 1916-17
- BELLE NORTHRUP.....*Instructor in Fine Arts*
Student, Academie Moderne, Paris, 1914; B.S., Columbia, 1917
- FRANK C. PANUSKA.....*Instructor in Industrial Arts*
- SARA LYMAN PATRICK.....*Instructor in Industrial Arts Education*
B.S., Columbia, 1913; A.M., 1916
- JULIA PATTON.....*Instructor in English*
A.B., Oberlin, 1895; A.M., Columbia, 1908
- MARY HENLEY PEACOCK.....*Instructor in Household Arts*
Ph.B., Earlham, 1898; diploma, Drexel Institute, 1901
- MARY EVERETT RANKIN.....*Instructor in Kindergarten Education*
B.S., Columbia, 1913
- BERTHA E. SHAPLEIGH.....*Instructor in Household Arts*
Diploma, Boston Cooking School, 1896
- LYDIA SOUTHARD.....*Instructor in Household Arts*
A.B., Wellesley, 1899
- CAROLINE E. STACKPOLE.....*Instructor in Biology*
B.S., Columbia, 1906; A.M., 1907
- SERENO STETSON....*Instructor in Scouting and Recreational Leadership*
- CORNELIA H. STONE.....*Instructor in Household Arts*
A.B., Wesleyan University, 1897
- LAVINIA TALLMAN.....*Instructor in Religious Education*
A.B., Vassar, 1904; A.M., Columbia, 1914
- SALLIE B. TANNAHILL.....*Instructor in Fine Arts*
B.S., Columbia, 1915
- EDWARD THATCHER.....*Instructor in Fine and Industrial Arts*
Diploma, Pratt Institute, 1902
- EVELYN SMITH TOBEY.....*Instructor in Household Arts*
B.S., Columbia, 1908
- CHARLES BABCOCK UPJOHN.....*Instructor in Fine Arts*
Pupil of Olin L. Warner and Karl Bitter
- SADIE B. VANDERBILT.....*Instructor in Household Arts*
B.S., Columbia, 1910
- BESSIE SCOTT WHITE.....*Instructor in Household Arts*
Diploma, Teachers College, 1912
- RUTH WILMOT.....*Instructor in Household Arts*
Diploma, Teachers College, 1907
- BERNADINE MEYER YUNCK.....*Instructor in Physical Education*
Diploma, Teachers College, 1912

Lecturers

- MARY LINTON BOOKWALTER ACKERMAN..*Lecturer in House Decoration*
- EVA ALLEN ALBERTI.....*Lecturer in Physical Education*
A.M., Alfred University

- MAY ALLINSON.....*Lecturer in Household Arts*
A.B., University of Illinois, 1906; A.M., 1907; Ph.D., Columbia, 1916
- S. JOSEPHINE BAKER.....*Lecturer in Nursing and Health*
M.D., Woman's Medical College of the New York Infirmary, 1898; D.P.H., New York University, 1917
- ANNA BARROWS.....*Lecturer in Household Arts*
Diploma, Boston Cooking School, 1886
- CHARLES FREDERICK BOLDUAN.....*Lecturer in Nursing and Health*
M.D., Columbia, 1901
- FLORENCE EVELYN CARLING.....*Lecturer in Nursing and Health*
Diploma, St. Luke's Hospital Training School for Nurses, 1909; B.S., Columbia, 1917
- THATCHER CLARK.....*Lecturer in French*
A.B., George Washington University, 1898; A.M., Harvard, 1899; Ph.D., 1902
- EVELYN LAWRENCE COLLINS.....*Lecturer in Nursing and Health*
Kindergarten certificate, Teachers College, 1891; student, Teachers College, 1901, 1903, 1904, 1907
- ELLA PHILLIPS CRANDALL.....*Lecturer in Nursing and Health*
Diploma, Philadelphia Hospital School for Nurses, 1897; student, School of Philanthropy, 1909-10
- ELIZABETH E. FARRELL.....*Lecturer in Educational Psychology*
B.S., New York University, 1906
- EUGENE GIBNEY.....*Lecturer in Physical Education*
A.B., College of the City of New York, 1900
- ROWLAND HAYNES.....*Lecturer in Physical Education*
A.B., Williams, 1902; A.M., Clark University, 1905
- ROYAL STORRS HAYNES.....*Lecturer in Nursing and Health*
Ph.B., Cornell, 1899; M.D., Columbia, 1903
- JOSEPHINE HEMENWAY KENYON.....*Lecturer in Nursing and Health*
A.B., Pritchett College, Glasgow, Mo., 1898; A.M., 1900; M.D., Johns Hopkins University, 1904
- MARCIA MEAD.....*Lecturer in Household Arts*
Certificate of proficiency, School of Architecture, Columbia, 1913
- LINETTE ALTHANA PARKER.....*Lecturer in Nursing and Health*
B.S., Columbia, 1912
- EDWARD HARTMAN REISNER.....*Lecturer in Education*
A.B., Yale, 1908; A.M., 1909; Ph.D., Columbia, 1914
- AGNES LOW ROGERS.....*Lecturer in Experimental Education*
A.M., St. Andrew's University, Scotland, 1907; Ph.D., Columbia, 1917
- NORMAN THOMAS.....*Lecturer in Education*
A.B., Princeton, 1905; D.D., Union Theological Seminary, 1911
- EUEN VAN KLEECK.....*Lecturer in Physical Education*
A.B., Columbia, 1910; M.D., 1912
- LILLIAN D. WALD.....*Lecturer in Nursing and Health*
Graduate New York Hospital Training School for Nurses; LL.D., Mount Holyoke, 1912
- MAY JOSEPHINE WIETHAN.....*Lecturer in Music*
Paris, 1906-07; A.C.M. (Honorable Associate of the College of Musicians), 1907; Royal College of Music, London, 1907-08; Vienna, 1908-11
- C. E. A. WINSLOW.....*Lecturer in Sanitary Science*
B.S., Massachusetts Institute of Technology, 1898; M.S., 1899
- EMMA A. WINSLOW.....*Lecturer in Household Arts*
B.S., Columbia, 1914; A.M., 1915

Lecturers in Special and Extension Classes

- JAMES CHITTICK.....*Lecturer in Textiles*
Formerly general manager of the Clifton Silk Mills of James McCreery and Company
- ELNA DE NEERGAARD.....*Lecturer in Household Arts*
Certificate, Weaving Department, Handarbetets Vanner, Stockholm, Sweden, 1897
- MARY EVANS.....*Lecturer in Household Arts*
Student, Mt. Holyoke, 1909-10; Pratt Institute, 1910-11; Teachers College, 1911-12, 1915-17
- GEORGE FOWLER.....*Lecturer in Music*
C.E., Cornell, 1914; diploma, Trinity School of Church Music, 1916
- FRANCES V. HALLOCK.....*Lecturer in Speech*
Student, Teachers College, 1915, 1916
- THOMAS FRANCIS HINCHEY.....*Lecturer in Textiles*
Graduate of the Bradford Durfee Textile School; textile analyst, U. S. Customs at Port of New York
- ETHELWYN HUMPHREY.....*Lecturer in Household Arts*
A.B., Boston University, 1903; graduate student, Teachers College, 1916
- R. NORMAN JOLLIFFE.....*Lecturer in Music*
Pupil of August Wilhelmj, Charles N. Granville and Percy Rector Stephens
- FELIX LAMOND.....*Lecturer in Music*
Organ pupil of William Henry Monk, London; piano pupil of Ernst Paur, London
- CHRISTINE WARNER NELSON.....*Lecturer in Household Arts*
Student, Pratt Institute, 1910-12; Teachers College, 1914-16
- EDOUARD PANCHARD.....*Lecturer in Household Arts*
Manager of Food Department, Hotel McAlpin
- ADA J. SMITH.....*Lecturer in Household Arts*
- EDGAR S. STOWELL.....*Lecturer in Music*
Pupil of David Mannes, New York City, Karl Markees, Berlin Musik Hochschule, and of Remy, Paris Conservatory of Music
- BEN B. UNDERHILL.....*Lecturer in Textiles*
Graduate of woollens course of Philadelphia Textile School
- CLARENCE HUDSON WHITE.....*Lecturer in Fine Arts*
Honorary member, Camera Club, New York; corresponding member, Vienna Camera Club; one of the founders of the Photo-secession

Assistants

- C. ISABELLE ATKINSON.....*Assistant to College Physician*
R.N., St. Luke's Hospital Training School for Nurses, 1902
- HARRIET THOMPSON BARTO.....*Assistant in Household Arts*
A.B., University of Illinois, 1916; A.M., Columbia, 1917
- WILLIAM WATSON BEAUMONT.....*Assistant in Music and Speech*
B.M., Montana College, 1914
- JENNIE BEDRICK.....*Assistant in Educational Psychology*
Student, Iowa State University, 1914-16
- ALICE BELL.....*Assistant in Nursing and Health*
Diploma, University of Maryland Hospital, 1907; B.S., Columbia, 1917
- PLUMA M. BROWN.....*Assistant in Fine Arts*
- HÉLÈNE DE GUISE CLARKE.....*Assistant in French*
A.M., University of Paris, 1902
- MARGARET HELEN COLE.....*Assistant in Fine Arts*
B.S., Columbia, 1918
- KATHLEEN CROWLEY.....*Assistant in Physical Education*
Diploma, Normal School, Westfield, Mass., 1903; student, Teachers College, 1916-17

- MARY WROE CURTIS.....*Assistant in Household Arts*
Student, New York School of Applied Design for Women, 1902-03; Teachers College, 1905-07
- KATHLEEN B. DABNEY.....*Assistant in Physical Education*
A.B., University of Cincinnati, 1914; A.M., Columbia, 1917
- ANNIE DIX.....*Assistant in Biology*
B.S., Columbia, 1917
- PERMELIA M. DOTY.....*Assistant in Nursing and Health*
B.S., Columbia, 1917
- ADELA EHRHART.....*Assistant in Physiological Chemistry*
- ALEXANDER C. GLENNIE.....*Assistant in Chemistry*
A.B., Columbia, 1916
- ROBERT PAUL GRAY.....*Assistant in Fine Arts*
Student, University of Minnesota, 1904-06; Minneapolis School of Fine Arts, 1906-08; Teachers College, 1908-09
- HANNAH ELIZABETH HONEYWELL.....*Assistant in Chemistry*
A.B., Mount Holyoke, 1910
- FLORENCE E. HOUSE.....*Assistant in Industrial Arts Education*
B.S., Columbia, 1915
- MORRIS MEISTER.....*Assistant in Physical Science*
B.S., College of the City of New York, 1916; A.M., Columbia, 1917
- LOUISE MINER.....*Assistant in English*
B.S., Columbia, 1914
- BERTHA E. NETTLETON.....*Assistant in Household Arts*
Diploma, School of Domestic Science, Boston, Mass., 1904
- KATHERINE S. PIKE.....*Assistant in Physical Education*
A.B., Smith, 1910; A.M., Columbia, 1916
- ETHEL M. ROBINSON.....*Assistant in Kindergarten Education*
B.S., Columbia, 1917
- WILLIAM S. SCHLAUCH.....*Assistant in Mathematics*
B.S., University of Pennsylvania, 1903; A.M., Columbia, 1911
- BLANCHE E. SHAFFER.....*Assistant in Household Chemistry*
B.S., Columbia, 1912
- MARGARET E. TUTTLE.....*Assistant in Physical Education*
- GEORGE D. VON HOFÉ, JR.....*Assistant in Physical Science*
B.S., Columbia, 1914; A.M., 1915
- JESSIE H. WOODRUFF.....*Assistant in Household Arts*
A.B., Vassar, 1904

III—HORACE MANN SCHOOLS

Officers of Administration

- JAMES E. RUSSELL, LL.D.....*Dean of Teachers College*
- VIRGIL PRETTYMAN, D.Pd..*Principal of Horace Mann School for Boys*
- HENRY CARR PEARSON, A.B.....*Principal of Horace Mann School*
- CHARLES W. HUNT, A.M.....*Vice-Principal, Horace Mann School*
- CHARLOTTE GANO GARRISON, B.S.....*Principal of Kindergarten*
- MARION ROOT PRATT.....*Secretary*
- AMY LOGAN, B.S.....*Assistant to Principal, Girls' High School*
- ANNA AUGUSTA JONES.....*Secretary of Boys' High School*
- CONSTANCE F. BURR.....*Secretary of Girls' High School*
- HELEN CRISSEY.....*Secretary of Elementary School*
- LILLIAN RANDEL.....*Librarian of Boys' High School*
- HELEN JEANETTE MOSS.....*Librarian of Girls' High School*

Heads of departments in Teachers College are supervisors of their respective subjects in the Horace Mann Schools.

Teachers in Horace Mann High School

- KATE STUART ANTHONY.....*Domestic Art*
Student, Providence, R. I., Training School, 1893-94; Pratt Institute, 1896-97;
Columbia, 1898-99
- GEORGIA FARRAND BACON.....*History and English*
B.S., Michigan, 1896
- ³CHARLES MCCOY BAKER.....*Head of Department of Latin*
A.B., Dickinson, 1893; A.M., Harvard, 1905; graduate student, Teachers Col-
lege, 1894-95
- HELEN BARTLETT BAKER.....*English*
A. B., Vassar, 1889
- HELEN D. BAUM.....*Assistant in Physical Education*
Diploma, Savage School of Physical Education, 1917
- PAUL E. BELTING.....*Assistant in Athletics*
A.B., University of Illinois, 1912
- VEVIA BLAIR.....*Mathematics*
B.S., Columbia, 1917
- ELIZABETH BRIGGS.....*History*
Graduate of Harvard Annex, 1887; A.M., Cornell, 1891
- FRANK ELBERT BROOKS.....*French*
A.B., Cornell, 1890; graduate student, Bonn and Essen, Germany, 1890-91;
Bonn, Geneva, and Paris, 1896-99
- MARIE KARCHER BROOKS.....*French*
Student, University of Geneva and University of Paris, 1901-02
- ELI EDWARD BURRISS, JR.....*Latin*
B.S., University of Pennsylvania, 1914; A.M., 1918
- RUTH PETERS CAMPBELL.....*Fine Arts*
B.S., Columbia, 1916
- HARRIET GARTON CARTWRIGHT.....*Music*
Diploma, Des Moines Musical College, 1897
- JENNIE MAE CLARK.....*Mathematics*
A.B., Wellesley College, 1899; B.Pd., Albany Normal College, 1901
- ABBOTT LOW COMBES.....*Industrial Arts*
B.S., Columbia, 1916
- BERTHE MULLER COSTIKYAN.....*French*
Ecole supérieure, Vevey, 1897-1901; student, Chicago, 1910, 1911; Columbia,
1913, 1916
- JOHN HARVEY COULTER.....*English*
Ph.B., Syracuse, 1910; graduate student, Columbia, 1914-15
- LAURA BISHOP CRANDON.....*German and Spanish*
A.B., Smith, 1899; A.M., Columbia, 1915; graduate student, Berlin, Greifswald,
and Marburg
- BERNICE FRANCES DODGE.....*Household Arts*
Ph.B., University of Chicago, 1906; B.S., Columbia, 1916
- ERNEST RAYMOND DODGE.....*German*
A.B., Wesleyan University, 1914; A.M., 1915
- STELLA S. DUNHAM.....*Mathematics*
A.B., Ohio Wesleyan University, 1893; A.M., Columbia, 1906
- PHILIP EATON.....*Latin*
A.B., Harvard, 1908
- MARGARET GARSIDE.....*Coach in Dramatics*
A.B., Wellesley, 1915
- CHARLES DUDLEY GEROW.....*History*
A.B., Cornell, 1912

*Absent on leave, 1918-19.

- MARY BROWNSON GILLMORE.....*History*
Ph.B., Cornell, 1899; graduate student, Columbia, 1900-01, 1904-05
- ALBERT W. HECKMAN.....*Fine Arts*
- PAUL HEINZELMANN.....*German and French*
Gymnasium, Freiburg, 1904-11; graduate student, University of Freiburg and University of London, 1911-14; A.M., Columbia, 1917
- IRWIN SEYMOUR HOFFER.....*Mathematics*
A.B., Harvard, 1917; graduate student, Teachers College, 1917-18
- GEORGE THOMAS HOLM.....*Swimming*
Instructor, Brookline, Mass., 1900-05; Sargent Normal School of Physical Training and Wellesley College, 1902-04; Harvard Summer School, 1903-04
- CAROLINE WOODBRIDGE HOTCHKISS.....*English*
Student, Radcliffe, 1895-96; Harvard, 1897; Columbia, 1900; University of Vienna, 1903
- LILLIAN A. HUDSON.....*Home Nursing*
Diploma, Johns Hopkins Hospital Training School for Nurses, 1916; B.S., Columbia, 1917
- CLARA BARBARA KIRCHWEY.....*Geography*
Diploma, Albany Training School, 1887; higher diploma, Teachers College, 1900
- HENRY CHESTER LAMOND.....*English and Latin*
A.B., Harvard, 1917
- LILLIE MARIA LAWRENCE.....*Latin*
B.S., Columbia, 1905
- ALTON IRVING LOCKHART.....*Science*
A.B., Colby, 1905; A.M., 1907
- CLARENCE W. LOMBARD.....*Science*
A.B., Bates, 1911
- MATTHEW E. LYNAUGH.....*Stenography and Typewriting*
B.C.S., New York University, 1917
- JANET ROWLAND MCCASTLINE.....*Recorder, Department of Physical Education*
A.B., Columbia, 1902; A.M., 1905
- JAMES REESE MACGOWAN.....*Mathematics*
A.B., Allegheny College, 1914; graduate student, Columbia, 1915-17
- HARRY WHEELER MARTIN.....*History*
A.B., Cornell, 1906; A.M., Columbia, 1917
- JACOB G. MEYER.....*Science*
A.B., Franklin and Marshall, 1910; A.M., Columbia, 1915
- ³WILLIAM JOHN NAGLE.....*Latin*
A.B., Harvard, 1908; A.M., Columbia, 1916
- JOHN DUELE NEITZ.....*Special Tutor*
A.B., Albright, 1890; M.E., Westchester, Pa., State Normal School, 1896; B.S., Columbia, 1913
- WALDO C. PEEBLES.....*Special Tutor*
A.B., Harvard, 1917
- NINA FRANCES RAYNOR.....*Latin*
A.B., Vassar, 1905; A.M., 1906; graduate student, Yale, 1912-13
- MARIE LOUISE ROBERT.....*French*
Diploma, Aix-en-Provence, 1888
- FLORENCE ROHR.....*General Assistant*
A.B., Brenau College, 1913
- JAMES C. RUTLEDGE.....*Athletics*
A.B., Yale, 1915
- SOPHIE E. SIEVERS.....*English*
Diploma, Oswego State Normal School, 1901

³Absent on leave, 1918-19

- MILTON MYERS SMITH.....*English*
A.B., Clark, 1912; graduate student, Harvard, 1914-15; Columbia, 1916-17
- EDGAR S. STOWELL.....*Conductor of Orchestra*
Pupil of David Mannes, New York City, Karl Markees, Berlin Musik Hochschule, and of Remy, Paris Conservatory of Music
- WILLIAM E. STRAWINSKI.....*English*
A.B., Dickinson College, 1912
- FLORENCE STUART.....*Physical Training*
Diploma, New York Normal School of Physical Education, 1910
- JOHN T. VAN SANT.....*Mathematics*
A.B., DePauw, 1904
- GEORGE D. VON HOF, JR.....*Science*
B.S., Columbia, 1914; A.M., 1915
- *ELIZABETH MARIAN WHELOCK.....*English*
Diploma, Rhode Island State Normal School
- ROLAND HUGH WILLIAMS.....*Head of Department of Science*
B.S., Wesleyan, 1898; A.M., Columbia, 1904; graduate student, Columbia, 1902-07
- LAVERGNE WOOD.....*Mathematics*
A.B., University of Wisconsin, 1910

Teachers in Horace Mann Elementary School

- GERTRUDE ISABEL BIGELOW.....*First and Second Grades*
Diploma, Wheelock Kindergarten Training Class; student, Massachusetts State Normal School, 1900; Teachers College, 1912-13
- FLORENCE MABEL MCVEY.....*First Grade*
Diploma, North Adams Normal School, 1903; student, Teachers College, 1907-13
- AGNES BURKE.....*First Grade*
Diploma, State Normal School, Winona, Minn., 1902; diploma, Wheelock Kindergarten Training School, 1906; B.S., Columbia, 1913
- EVELYN BATCHELDER.....*Second Grade*
Diploma, Chelsea, Mass., Training School, 1891
- MILDRED IONE BATCHELDER.....*Second Grade*
Diploma, Springfield, Mass., Training School, 1889
- ALICE ELIZABETH PHELPS.....*Open Air Classes*
Diploma, New Britain, Conn., Normal School, 1905; student, Mount Holyoke, 1901-02, 1903-04
- MARY JULIA DETRAZ.....*Third Grade*
A.B., University of Cincinnati, 1910
- MINNIE MAY NEWMAN.....*Third Grade*
A.B., University of Nebraska, 1910; A.M., Columbia, 1913
- LUELLA N. C. WHITAKER.....*Third and Fourth Grades*
B.S., Columbia, 1917; graduate student, Columbia, 1917
- IDA ELIZABETH ROBBINS.....*Fourth Grade*
Diploma, Oswego, N. Y., State Normal School, 1888
- FLORENCE MARSHALL PERKINS.....*Fourth Grade*
Student, Boston School of Expression, 1891-92; diploma, Chelsea, Mass., Training School, 1895
- RUTH BATCHELDER.....*Fourth and Fifth Grades*
Diploma, Farmington Normal School, 1908
- MARGARET GERTRUDE CONDRY.....*Fifth Grade*
Diploma, New Jersey State Normal School, 1888; student, Cornell, 1905; Teachers College, 1907-08
- SIEGRIED MALA UPTON.....*Fifth Grade*
B.S., Columbia, 1910; A.M., 1914; student, University of Göttingen, 1907; University of Paris, 1908-09

*Died, Oct. 19, 1917.

- MARIE HENNES.....*Fifth and Sixth Grades*
Diploma, State Normal School, Montclair, N. J., 1911; B.S., Columbia, 1917
- MARY FREDERIKA KIRCHWEY.....*Sixth Grade*
Diploma, Teachers Training School, 1885; student, Barnard College, 1896-1900
- MARY GERTRUDE PEABODY.....*Sixth Grade*
Student, Cambridge, Mass., Training School, 1890; student, Teachers College, 1901-02
- ROXANA ALER STEELE.....*Sixth Grade*
B.S., Columbia, 1912
- LUCY HESS WEISER.....*Industrial Arts*
Diploma, Teachers College, 1895
- BELLE BOAS.....*Fine Arts*
B.S., Columbia, 1915
- HELEN LATHAM.....*Music*
Diploma, American Institution of Normal Methods, Boston, 1901; diploma, Teachers College, 1905
- L. BELLE HART.....*Physical Education*
Student, Teachers College, 1914-16
- ETHEL WENK.....*Physical Education*
- WILLIAM WATSON BEAUMONT.....*Assistant in Music*
B.M., Montana College, 1914
- IRMA H. COXLEY.....*Assistant in Fine Arts*
Student, Teachers College, 1915-18
- MARION G. MACKINNON.....*Assistant in Household Arts*
A.B., McGill University, Montreal, Canada
- SARAH BEATRICE CLARK.....*Primary Assistant*
Diploma, Danbury State Normal School, 1912; student, Teachers College, 1916
- ANNIE BENNETT BRIGGS.....*Assistant, Open Air, Grades II and III*
Special diploma, Teachers College, 1908
- MARY HELEN COYKENDALL.....*Assistant in Open Air, Grade IV*
Diploma, Montclair State Normal School, 1911; student, Teachers College, 1916

Teachers in Horace Mann Kindergarten

- ETHEL MARIA ROBINSON.....*Kindergarten*
B.S., Columbia, 1917
- MARY EVERETT RANKIN.....*Kindergarten*
B.S., Columbia, 1913
- HELENE KNEIP.....*Assistant in Kindergarten*
B.S., Columbia, 1915

IV—SPEYER SCHOOL

(Conducted in co-operation with the Board of Education of
New York City)

- JOSEPH K. VAN DENBURG, Ph.D....*Principal of Public School 43,
Manhattan*
- THOMAS HENRY BRIGGS, Ph.D.....*Educational Adviser representing
Teachers College*
- LORON M. BURDICK, MARGUERITE BURNS, JOHN B. BRYAN, GEORGE L.
BYRNE, SHERMAN R. COOK, KATHLEEN DENVER, LUCIA DEMENT,
LORETTA C. EARLY, MILDRED GOOD, PINCUS HIRSHCOFF, LOUIS
LIPPMAN, BERTHA LUCHS, ETHEL M. MAHONEY, MORRIS MEISTER,
MARIE E. MURPHY, PRISCILLA N. MYERS, JAMES F. O'REILLY,
HARRIET E. PORRIT, CORINNE REINHEIMER, ABRAHAM ROSENTHAL,
ETHEL S. SCHWARZ, NELLIE E. THOMPSON.

TEACHERS COLLEGE

V—THE LINCOLN SCHOOL

Administrative Board

JAMES E. RUSSELL, LL.D.

Dean of Teachers College, Chairman

OTIS W. CALDWELL, PH.D.

Director of The Lincoln School

ABRAHAM FLEXNER

CHARLES P. HOWLAND

WICKLIFFE ROSE

MRS. WILLARD STRAIGHT

MRS. JOSEPH R. SWAN

ARTHUR TURNBULL

GEORGE E. VINCENT

FELIX M. WARBURG

Teachers in The Lincoln School

- ETHELWYN C. BRADISH.....*Instructor in Fine Arts*
Diploma, Teachers College, 1911
- CHESTER A. BUCKNER.....*Assistant to the Director of The Lincoln School,*
in charge of educational records
A.B., University of Iowa, 1909; A.M., 1911
- NELL C. CURTIS.....*Elementary Grades*
Diploma, Chicago Institute, 1900; Teachers Training Course, University of
Chicago, 1902; Course for Supervisors, University of Chicago, 1913
- ANNIE T. EATON.....*Librarian*
A.B., Smith, 1903; B.L.S., New York State Library School, 1906
- ALANSON H. EDGERTON.....*Industrial Arts*
B.S., Columbia, 1913; A.M., 1917
- CHARLES W. FINLEY.....*Biology*
B.S., University of Chicago, 1910; M.S., 1912
- ANNA J. GANNETT.....*Second Grade*
B.S., Columbia, 1911
- EARL R. GLENN.....*General Science*
A.B., Indiana University, 1913
- ELIZABETH GMINDER.....*Music*
Peabody Institute, Teacher's Certificates in Piano, 1914, and Public School
Music, 1915
- JENNIE HALL.....*Mixed Grades*
Student, University of Chicago. 1895-7
- GAIL HARRISON.....*First Grade*
B.S., Columbia, 1915
- HELEN HICKS.....*Manager of Lunch Room*
B.S., University of Chicago, 1915
- MARGARET HOLZ.....*German and Spanish*
A.M., Columbia, 1915
- JEAN HOSFORD.....*Physical Education*
B.S., Columbia, 1917
- STERLING ANDRUS LEONARD.....*English*
A.B., Michigan, 1908; A.M., 1909; graduate student, Teachers College, 1916-17
- HOWARD H. MASON.....*School Physician*
A.B., Brown, 1900; M.D., Columbia, 1904
- ANNA MORSE.....*Elementary Grades*
Student, Illinois State Normal University
- SUZANNE ROTH.....*French*
A.M., New York University, 1916
- RALEIGH SCHORLING.....*Mathematics*
A.B., University of Michigan, 1911; A.M., University of Chicago, 1916
- MARTA STEARNS.....*Assistant in French*
Diploma, Yersin Method of French Diction
- THOMAS WHITNEY SURETTE.....*Adviser in Music to The Lincoln School*
Staff Lecturer in Music to the Extension Delegacy of Oxford University,
1907; Adviser in Music to the Boston Public Schools, 1915
- CHARLES KEEN TAYLOR.....*Character Psychology*
B.S., University of Pennsylvania, Physical Education, 1905; A.M., 1910
- FLORENCE E. WINCHELL.....*Household Arts*
B.S., Columbia, 1909
- LYDIA A. WOLIUNG.....*Geography*
Diploma, Eastern Illinois State Normal School, 1914

TEACHERS COLLEGE

GENERAL STATEMENT

Teachers College, founded in 1888, and chartered by the Regents of the University of the State of New York in 1889, became in 1898 part of the educational system of Columbia University. By an agreement dated June 8, 1915, the President of the University became *ex officio* the executive head of Teachers College with the powers and duties of President as defined by the statutes of Teachers College. The Faculties of Education and of Practical Arts in Teachers College are recognized as Faculties of the University under the administrative charge of the Dean of Teachers College. The College is represented in the University Council by its Dean and two elected members of each Faculty. The College maintains, however, its separate corporate organization, its Board of Trustees continuing to assume entire responsibility for its maintenance.

The Faculty of Education offers to advanced students of both sexes in the School of Education instruction in the history and philosophy of education, in educational psychology and sociology, and in the theory and practice of educational administration, supervision and class-teaching. Its curricula lead to the degrees of Master of Arts and Doctor of Philosophy, conferred by Columbia University, and to Teachers College diplomas for instructors in education in colleges and universities, for supervisors, principals, and superintendents of schools of all grades, for heads of academic or education departments in normal and teachers' training schools, and for teachers in secondary and elementary schools.

The Faculty of Practical Arts offers to both men and women in the School of Practical Arts instruction both in education and in technology relating directly to the practical arts. Its curricula lead to the degrees of Bachelor of Science and Master of Science, conferred by Columbia University, and to the Teachers College diplomas for teachers and supervisors in various fields of practical arts. The degree of Bachelor of Science admits to graduate work for the degree of Master of Science, Master of Arts, or Doctor of Philosophy. In cooperation with the Faculty of Education, the Faculty of Practical Arts also conducts graduate work in the educational aspects of practical arts leading to the degree of Master of Arts.

For the degree of Bachelor of Science and the Teachers College diplomas, the School of Practical Arts offers programs of study four years in length, equivalent in standards of admission and graduation to those in the leading American colleges. All programs include during the first two years general cultural subjects as a foundation for the professional training of the last two years in science and the arts as applied in industrial arts, household arts, dietetics, institutional management, public health, nursing, fine arts, the art industries, music and speech, and physical training. For further information see the Announcement of the School of Practical Arts, which may be had from the Secretary of Teachers College.

THE SCHOOL OF EDUCATION

Admission Requirements

The policy of Teachers College is to adapt its work to the needs of students in training for positions of leadership in the educational field. It follows, therefore, that the requirements for admission should emphasize maturity, experience in teaching, and academic scholarship appropriate to the subject or department in which the student intends to specialize. The actual requirements in these several lines vary according to the provision made in state and municipal institutions for the training of teachers and to the needs of professional leadership in the administration of schools and school systems. Some positions emphasize practical experience in teaching and school management, while others lay stress upon academic training. It is the aim of Teachers College to suit both the requirements of admission and of graduation to the actual conditions which prevail in American education.

Graduates of an approved college or scientific school, holding a baccalaureate degree in arts, letters, philosophy, or science, or an engineering degree, are regularly admitted to Teachers College as candidates for the degrees of Master of Arts, Master of Science and Doctor of Philosophy and the Teachers College diplomas.

Graduates of approved normal or training schools who have had at least two years' successful experience in teaching may be admitted to the School of Education as unclassified students. They may elect any courses which they are qualified to pursue in the Schools of Education and Practical Arts or in any other department of the University. When such students have completed the equivalent of an approved Bachelor's degree, they may petition the Faculty to be granted the degree of Bachelor of Science, provided their scholarship has been of high grade and their period of residence in Teachers College at least one academic year. After receiving the Bachelor's degree, the degree of Master of Arts may be earned by an additional year's study. Students who on entrance lack less than a year of an approved Bachelor's degree, may matriculate for the Master's degree after completing the amount of their deficiency.

An undergraduate who, at the beginning of any half-year, is within twelve points of the Bachelor's degree, may be permitted, with the written approval of the dean or director in charge of the student's work, to carry a program containing undergraduate and graduate courses. All such courses must be registered for in Teachers College. If the student afterwards matriculates as a candidate for a higher degree, the graduate courses previously taken by him for graduate credit under this provision will be entered in his curriculum as already completed. A student who thus combines graduate and undergraduate work is not permitted to carry a program exceeding 16 points per half-year.

Candidates for admission to any graduate curriculum must apply to the Secretary of Teachers College for a blank form of application, to be returned with records of previous work for the consideration of the Committee on Admissions, which will inform the sender with regard to its acceptance.

GRADUATE CURRICULA

Requirements for the Higher Degrees

University Regulations

For a full statement of all the formal University regulations concerning residence, requirements, examinations, etc., for the higher degrees, see the Circular of Instruction for Graduate Students which may be had from the Secretary of Teachers College.

Residence

Candidates for the degrees of Master of Arts and Doctor of Philosophy must pursue their studies in residence for a minimum period of one and two years, respectively. Attendance distributed over a period of not less than one academic year (a Winter and a Spring Session), upon courses of graduate rank aggregating 30 tuition points, constitutes one year of residence for the higher degrees. The satisfactory completion of work in four Summer Sessions, or in two Summer Sessions together with a Winter or a Spring Session, will be accepted in full satisfaction of the requirements for residence for the degree of Master of Arts. Candidacy for the degree of Master of Arts may extend throughout a period of five years.

THE DEGREES OF MASTER OF ARTS AND
MASTER OF SCIENCE

For Candidates Specializing in Teachers College

Program of Studies and Essay

The degree of Master of Arts represents the work of one academic year of about forty hours a week in class attendance, preparation, study, or laboratory. The degree will be conferred after the following requirements have been satisfied:

(1) The candidate shall have registered for and attended courses aggregating not less than 30 tuition points distributed over a period of not less than one academic year or its equivalent. Four Summer Sessions, or two Summer Sessions together with one Winter or Spring Session, constitute the equivalent of one academic year.

(2) The candidate shall have completed at least 6 courses (totaling at least 16 tuition points) in Teachers College, 3 of which shall be practica or advanced courses of 3 or more points each, *numbered above 300 in the School of Education or above 200 in the School of Practical Arts*. The remaining courses necessary to complete the tuition requirement of 30 points may be taken either in Teachers College or in other departments of the University.

(3) In addition to the requirements mentioned in (1) and (2) above, the candidate is required to prepare an essay or a written report on field investigation, practice teaching (for inexperienced teachers), or some other form of practical work demonstrating his ability to select, organize, and present the results of professional investigation in the field of major interest. The choice of such essay or report must be approved in advance by the Director of the School of Education or the Director of the School of Practical Arts. Upon completion the essay or report must be approved by the instructor

in charge of the student's subject of major interest. After such approval and acceptance, the candidate must file two copies of the essay or report with the Registrar not later than the dates fixed in the Academic Calendar.

There may be substituted for the required essay or report, with the approval of the Director of the School of Education, a written digest of six unit courses or an extra course in Teachers College in addition to the courses covered by the 30 tuition points. No tuition fees are charged for the essay or report or the six unit courses, but the full tuition fee is charged for a course substituted for the essay.

Every candidate before entering upon his work for the degree of Master of Arts should have completed courses in Educational Psychology and in History and Principles of Education equivalent to Education A and Education B, as offered in the undergraduate departments of this University. If these courses have not been completed previously at least one of the six courses required in Teachers College must be a general introductory course in education. A student specializing in the technical phases of practical arts may waive this requirement in general educational subjects by becoming a candidate for the degree of Master of Science instead of Master of Arts.

Apart from this requirement, the curriculum for a Master's degree is arranged in each case by the student's adviser and is approved by the Director of the School of Education.* The whole curriculum may not fall entirely within one department of Teachers College; it must include at least two courses in some other department of Teachers College or in some other part of the University. In case of deficient preparation, the department of the student's major interest may prescribe prerequisite undergraduate courses.

THE DEGREE OF DOCTOR OF PHILOSOPHY

For Candidates Specializing in Education

Administration

The University maintains under the jurisdiction of the Faculty of Philosophy a department of Educational Research composed of designated professors from the Faculty of Education in Teachers College. This department is charged with the work of instruction and research leading to the degree of Doctor of Philosophy for all candidates for that degree electing to specialize in Education.

Matriculation Examination

On recommendation of the Department of Educational Research a student may matriculate as a candidate for the degree of Doctor of Philosophy in the Department of Educational Research under the Faculty of Philosophy provided he has satisfied the following requirements:

1. He must hold a Bachelor's degree fully recognized by this University, or its equivalent.

*Candidates expecting to satisfy the requirements of the Department of Education of the State of New York for a College Graduate Provisional License should recall that the requirements for this license include 90 hours (equal to 6 undergraduate points) in the History of Education, 90 hours in Educational Psychology, and 60 hours in Methods of Teaching to include two different subjects. Students who have not satisfied these requirements in their undergraduate work should make up their deficiencies in graduate courses. Students planning a program of study to meet these requirements should have their programs approved in advance by the Director of the School of Education.

2. He must have pursued graduate studies in Education in residence in Teachers College, or in some other institution approved by it, for the equivalent of at least one academic year.

3. He must show that his graduate study mentioned in (2) has included credit for an advanced course in each of the following groups:

- A. Educational psychology
- B. History of education
- C. Philosophy of education, *or*
Educational sociology
- D. Elementary education, *or*
Secondary education, *or*
Educational administration.

4. He must pass a satisfactory written examination given by the Faculty of Education in educational psychology and in one subject each, selected from any two of the Groups B, C, and D mentioned in (3). The examination in the subjects mentioned in (3) will relate to the work covered in a general graduate course in each. This examination must be taken at one time and is given only at Teachers College.

Candidates for the preliminary examination should apply on or before May 1 or August 1 for an examination to be held soon after these dates. For the May examination see dates in the academic calendar (page 133).

5. He must show that he is prepared to undertake educational research by making a preliminary investigation approved by his major professor.

6. He must show by examination a reading knowledge of such foreign languages as are essential in his researches and his professional work. The usual requirement is a reading knowledge of French and German. This requirement may be modified on recommendation of the student's adviser only by formal action of the Department of Educational Research.

The combined examinations and tests mentioned above in (4), (5), and (6) are known as the *matriculation examinations* for the Doctor's degree*. Until a graduate student has passed these matriculation examinations, he is known as an unclassified graduate student. After passing the examinations he is an accepted candidate for the Doctor's degree.

Program of Studies

The candidate must pursue graduate studies and research for at least two academic years, one of which must be in this University. The graduate studies must include courses in Education representing at least 30 tuition points, four of which courses must be practica; a

*A graduate student entering Teachers College immediately after taking his Bachelor's degree can usually so arrange his program of studies that he is prepared to take the matriculation examinations for the Doctor's degree at the end of the first year of graduate study. This first year of graduate study would also lead to the degree of Master of Arts. Commencing with his second year of graduate study, the student would be known as a candidate for the Doctor's degree, if he has by that time passed the matriculation examinations. A student who enters Teachers College after a year of graduate study elsewhere may attempt the matriculation examinations for the doctorate on entrance, or may take them after a year of graduate study in Teachers College. The latter course is preferable, and in no way delays the student's progress toward the Doctor's degree, as no fixed interval of time must elapse between the passing of the matriculation examinations and the taking of the degree. It is possible, therefore, for the student who enters Teachers College after a year of graduate study elsewhere to make as rapid progress toward the Doctor's degree as one who comes to Teachers College directly after receiving his Bachelor's degree.

seminar in Education for one year without credit in connection with the work on the dissertation; and other courses, representing at least 30 more tuition points, in education or in such other subjects as may be approved by the Department of Educational Research.* Graduate study prior to the candidate's matriculation for the Doctor's degree may be accepted in partial fulfillment of the above requirement.

Dissertation

The candidate must prepare a dissertation approved by the Department of Educational Research and embodying the results of his researches. This dissertation must be printed either prior or subsequent to the final oral examination, as the department may require. The topic must be approved in writing by the department in charge of the candidate's studies before December 1 of the academic year in which the degree is desired, and the dissertation must be submitted not later than April 1 of the same year.

Final Examination

Candidates who have fulfilled all of the above requirements will, on recommendation of the Department of Educational Research, be admitted to final oral examination, which will be conducted by a committee appointed by the Dean of the Faculty of Philosophy. This final examination is quite distinct from the *matriculation examinations* mentioned above.

Other Regulations

For other formal University regulations concerning the Doctor's degree, see the Circular of Instruction for Graduate Students, which may be had from the Secretary of the University, or the Secretary of Teachers College.

TEACHERS COLLEGE DIPLOMAS

Teachers College provides in the School of Education both for research in Education and for professional training. The degrees granted indicate primarily the quantity of work done; the diplomas certify to its professional aim. Students may pursue curricula leading to a higher degree without regard to professional ends, or they may elect to specialize in administration, supervision, and the theory and practice of teaching with a view to professional service. In either case the requirements for the degrees may be met, but diplomas will be granted only to those who, besides qualifying for a degree, give promise of superior professional ability as evidenced by their personality, character, experience, and technical training.

Each student is required at matriculation to state his major interest and in the election of courses to secure the approval of his adviser. There is no prescribed curriculum, or fixed combination of courses, required for any diploma. The previous training of the student, his experience in teaching, and his future needs govern the adviser in his recommendations. It is expected, however, that the characteristic courses offered in any department, particularly courses on the theory

*It should be understood that the above requirement in courses is in every sense a minimum requirement and that in general no candidate is able to satisfy his department by taking only the minimum work. Actual experience indicates that the usual period of study necessary to obtain the Doctor's degree, with Education as a specialty, covers the equivalent of three academic years beyond the Bachelor's degree. In a few exceptional instances the degree has been earned in two and one-half years of graduate study.

and practice of teaching, supervision and administration, will be elected by a candidate for a diploma as part of his curriculum. The guiding rule is that the student should first determine the career which he wishes to pursue and then seek the assistance of a faculty adviser in making up his curriculum.

A student *without experience in teaching* who wishes to earn a diploma as a teacher of a secondary academic subject (biology, English, French, geography, German, history, Latin, mathematics, or physical science) is expected to include in his program two courses in the methods of teaching his chosen subject, at least one unit course (which may be taken without fee) in the teaching of a secondary academic subject other than his field of specialization (see p. 37) and the two courses in practical work in teaching known as Education 281 (or 282) and Education 283 (or 284), described on page 68, the rest of the program to be made up with the approval of the adviser.

The award of the Teachers College diploma depends in each individual case upon the Faculty's estimate of the candidate's professional fitness for the office sought, such as Teacher of Latin in High Schools, Primary Supervisor, Superintendent of Schools, etc. *The responsibility for demonstrating fitness rests upon the candidate.* To this end the curriculum should be selected with care, and advantage should be taken of the facilities offered by the College and its Schools and by practical work in the schools of New York City and its vicinity. For reasons of weight, the Faculty may decide to withhold a diploma for some time after the degree has been conferred until the candidate has had the opportunity to show his ability in school work. A college graduate without experience in teaching may secure a diploma as High School Teacher in one year, but in other fields either experience in teaching, or a longer period of study, or both, are necessary.

The Teachers College diploma may be granted in accordance with the above conditions to an applicant holding a recognized degree who is registered in any part of this University and who has completed the requirements for a degree in this University provided he has a minimum of 6 courses (totaling not less than 16 tuition points) in Teachers College together with such prerequisite or correlative courses as may be specified by the adviser for the diploma for which he is an applicant.

Specially qualified seniors in Barnard or Columbia College, who have completed Education A and who are taking Education B, may, with the approval of the dean of the college concerned, elect courses in Teachers College with a view to securing a Teachers College diploma; such students may satisfy the diploma requirements by taking a minimum of two courses in the methods of teaching their special subject together with the two courses known as Education 281 and Education 283 (or 284).

Teachers College diplomas are generally accepted in the United States and foreign countries as satisfying the legal requirements for teachers' certificates. Students who know of special requirements which they must meet in a particular state should take such matters into account in making up their curricula.* The Faculty can certify

*Candidates expecting to satisfy the requirements of the Department of Education of the State of New York for a College Graduate Provisional License should recall that the requirements for this license include 90 hours (equal to 6 undergraduate points) in the History of Education, 90 hours in Educational Psychology, and 60 hours in Methods of Teaching to include two different subjects. Students who have not satisfied these requirements in their undergraduate work should make up their deficiencies in graduate courses. Students planning a program of study to meet these requirements should have their programs approved in advance by the Director of the School of Education.

only to what is done under its guidance. Where more information is required than is conveyed in the diploma, the candidate may secure a supplementary statement from the Registrar of the College.

Any field of professional service in which the College gives instruction may, with the approval of the Committee on Instruction, be selected by a qualified candidate for a diploma. The list of subjects for which advisers have been officially designated is given below; others may be added as need arises:

Diploma Titles and Official Advisers

Instructor in Education—Professors MONROE, THORNDIKE, SNEDDEN, and KILPATRICK.

Teacher of Education—Professors MONROE, THORNDIKE, SNEDDEN, and KILPATRICK.

Superintendent of Schools—Professors STRAYER and SNEDDEN.

Principal of High Schools—Professors BRIGGS and STEVENS.

Inspector of High Schools—Professors BRIGGS and STEVENS.

Critic Teacher in Normal Schools—Professors BAGLEY, McMURRY, and BONSER.

Principal of Normal Schools—Professors BAGLEY, McMURRY, and STRAYER.

Supervisor in Normal Schools—Professors BAGLEY, McMURRY, and BONSER.

Superintendent in Training Schools—Professors BAGLEY, McMURRY, and BONSER.

Principal of Elementary Schools—Professors McMURRY, STRAYER, and BONSER.

Supervisor of Elementary Schools—Professors McMURRY and BONSER.

Principal of Primary Schools—Professors McMURRY, STRAYER, and BONSER.

Supervisor of Primary Schools—Professors McMURRY and BONSER.

Supervisor of Lower Primary Schools (Kindergarten-Primary)—Miss MOORE and Professor HILL.

Teacher in Kindergartens—Professor HILL.

Supervisor of Kindergartens—Professor HILL.

Adviser to Women and Girls—Professors MONROE, STEVENS, and GOODSELL.

Psychologist—Professor THORNDIKE.

Assistant Psychologist—Professor THORNDIKE.

Supervisor of Religious Education—Professor COE.

Social-Religious Worker—Miss TALLMAN.

Teacher or Supervisor in Foreign Schools—Professor MONROE and Dr. SAILER.

Teacher in Special Classes—Dr. HOLLINGWORTH.

Supervisor of Special Classes—Dr. HOLLINGWORTH.

Supervisor of Rural Education—Dr. WILSON, Professor BONSER, and Miss CARNEY.

Teacher of Rural Education in Schools for the Training of Teachers—Dr. WILSON, Professor BONSER, and Miss CARNEY.

Teacher of Biology—Professor BIGELOW.

Teacher of English—Professor BAKER.

Supervisor of English—Professor BAKER.

Teacher of Fine Arts—Professor DOW.

Supervisor of Fine Arts—Professor DOW.

Teacher of French—Professor MÉRAS.

Teacher of Geography—Professor MCFARLANE.

Supervisor of Geography—Professor McFARLANE.
 Teacher of German—Professor BAGSTER-COLLINS.
 Supervisor of German—Professor BAGSTER-COLLINS.
 Teacher of History—Professor JOHNSON.
 Supervisor of History—Professor JOHNSON.
 Teacher of Household Arts—Professor COOLEY.
 Supervisor of Household Arts—Professor COOLEY.
 Teacher of Industrial Arts—Professors BONSER, SNEDDEN, and DEAN.
 Supervisor of Industrial Arts—Professors BONSER, SNEDDEN, and DEAN.
 Director of Industrial Arts—Professors BONSER, SNEDDEN, and DEAN.
 Director of Industrial Arts and Vocational Education—Professors
 DEAN, SNEDDEN, and BONSER.
 Teacher of Latin—Professor LODGE.
 Supervisor of Latin—Professor LODGE.
 Teacher of Mathematics—Professor SMITH.
 Supervisor of Mathematics—Professor SMITH.
 Teacher of School Music—Professor FARNSWORTH.
 Supervisor of School Music—Professor FARNSWORTH.
 Teacher of Hygiene and Physical Education—Professor WOOD.
 Supervisor of Hygiene and Physical Education—Professor WOOD.
 Supervisor of Play and Play Grounds—Professor WOOD.
 Teacher of Scoutcraft—Dr. FRETWELL.
 Teacher of Physical Science—Professor WOODHULL.
 Supervisor of Physical Science—Professor WOODHULL.
 Instructor and Supervisor in Schools of Nursing—Professor NUTTING.
 Public Health Nurse—Professor NUTTING.
 Public School Nurse—Professor NUTTING.
 Superintendent of Hospitals—Professor NUTTING.
 Superintendent of Nursing and Principal of Training Schools—Pro-
 fessor NUTTING.
 Supervisor of Public Health Nursing—Professor NUTTING.
 Other titles may be approved by the Committee on Instruction.

SPECIAL STUDENTS

Teachers who are qualified to pursue special courses in any department of the School of Education may be admitted as non-matriculated students. Applicants will be required to submit credentials in advance to the Secretary, for the Committee on Admissions, and, if necessary, to pass such examinations as may be prescribed by the department which they desire to enter. Special students who have demonstrated their ability to do systematic graduate work may apply for classification, but each such application must be passed upon by the Committee on Admission. Any student in good standing who is obliged to withdraw from the School of Education before qualifying for a degree will be given an official statement of all work satisfactorily completed.

PART-TIME STUDENTS

Teachers in or near New York City, who desire to pursue regular work at Teachers College, but are able to command only a portion of their time for such work, may matriculate as candidates for degrees and diplomas, with all the privileges of regular students. Such students are required to comply with all of the regulations for registration, attendance, proficiency, and examinations established for students in full residence (see pages 32-33). The fees for such partial work are stated on page 34.

SUMMER SESSION

The nineteenth Summer Session of Columbia University, including many courses by regular instructors in Teachers College, will open on Monday, July 8, 1918, and close on Friday, August 16. Teachers College now makes the Summer Session an integral part of its academic year. Most professors take part in the work of summer instruction—some of them every year, some in alternate years, nearly all at some time within a four-year period. Teachers College courses that are most in demand are given every year; many other important courses in alternate years or within a four-year cycle. The courses offered are planned to meet the needs of teachers in elementary, secondary, and normal schools, and in colleges. Students who enroll at the Summer Session do not necessarily matriculate, *i. e.*, become candidates for degrees or diplomas. Students who become regular candidates for a Teachers College diploma and degree will receive credit toward the degree and diploma for courses taken in the Summer Session, according to the regulations stated in connection with the announcement of each course. Application for matriculation and credit must be made to the Secretary of Teachers College, who may be consulted personally during the Summer Session. The Master's degree may be earned entirely through Summer Session work within five years from matriculation. At least one year of the work for the Doctor's degree and for the Bachelor's degree must, however, be done during the regular academic year. For undergraduates 24 points represent a minimum year's residence during the regular academic year.

The Announcement of the Summer Session, containing detailed statements of the several courses, information concerning these and concerning the arrangements which students may make for board and lodging, will be sent on application to the Secretary of Columbia University, or to the Secretary of Teachers College.

GENERAL REGULATIONS

Registration

1. Registration extends through the week before the opening of the Winter Session (first half-year) in September and during three days preceding the opening of the Spring Session (second half-year) in February. Graduate students are allowed additional days. Exact dates are given in the Academic Calendar at the end of this Announcement. Registration and enrollment at a later date are permitted only to students who, showing good cause for the delay, obtain the consent of the Committee on Instruction and who pay a late registration fee of five dollars. Students thus permitted to register at a late date are required to pay full tuition for the session in which they register. *Students who register for any course after the fourth Saturday of either the Winter or the Spring Session, dating from the Wednesday upon which the Session begins, are allowed only half credit for the Session. No credit is allowed to those entering a course later than the middle of the Winter or Spring Session.*

New students are urged to forward their applications early, and those who would avoid long delay at registration time should arrange all matters of admission in advance.

2. At registration, each student must file with the Registrar a list of all the studies he desires to pursue for the session, signed by his adviser. No credit is allowed for any course not approved and registered for in this manner. Any necessary changes in such registered

lists must be similarly approved and filed with the Registrar on blanks provided for the purpose.

3. A student desiring to elect a course which requires work in the schools of observation and practice must include the hours required for this in his program as approved by his adviser.

4. Courses of instruction open in other parts of the University to qualified students of the School of Education are indicated in connection with the description of the School of Education Courses of Instruction, on pages 41 to 90. Students should, however, always consult the official Announcement of the Faculty, College, or Division in which work is desired, not depending upon quotations from them in other Announcements. Columbia College is open only to men; Barnard College only to women; Teachers College courses and a large number of graduate courses in other parts of the University are open to women on the same terms as to men.

5. Lists of courses in the School of Education which are open as electives to students of Columbia College and of Barnard College are approved by the Faculties concerned and published annually in the Announcements of those colleges.

6. No student is permitted to change his registration from one Faculty or School of the University to another without the written consent of the Deans and Directors concerned.

7. The presence of all students is required at the College on the day immediately following the close of all vacations and recesses. The Academic Calendar for the year 1918-1919 may be found on the last pages.

8. Students who are deficient in their attendance, or who perform their class duties unsatisfactorily, may be required at any time to make such changes in program or plan of work as the Committee on Instruction may deem necessary.

9. Students who find that stated academic exercises are fixed for days set apart for religious observance by the church to which they belong, and who are prevented by conscientious scruples from performing their University duties on those days, should apply in advance to the Committee on Instruction for relief. When, however, two opportunities for taking any given examination are offered, such students are expected to present themselves on the day which is not set apart as a holy day.

Health Regulation

10. All students taking eight or more hours per week are required at the beginning of each year to pass a health examination satisfactory to the Department of Physical Education. Students may at any time be required to modify or discontinue their work for physical reasons. The College Physician and the assistant physicians, one of whom is a woman, give professional advice free of charge to students who consult them in their offices in the Thompson Building.

Academic Discipline

11. Under the statutes of the University every student is admitted subject to the disciplinary powers of the University authorities.

Withdrawal

12. In cases of withdrawal for any reason, students should notify the Registrar in writing without delay. No application for a return of fees can be considered *unless such application is made at the time of withdrawal*. The College reserves the right to retain fees of students withdrawing from any classes with limited registration.

FEES

The University Statutes provide that tuition fees and the University fee are payable semi-annually in advance. *Registration will not be complete until such fees are paid.* Payment of fees after the last day of registration imposes automatically the statutory charge of \$5.00 for this privilege. Under the regulations, *the privileges of the University are not available to any student until he has completed his registration.* For registration dates, consult calendar, pages 133-134.

Fees for degrees, diplomas, and special examinations are payable at the time of filing application for these.

The fees to be paid by students are subject to change at any time at the discretion of the Trustees.

(a) *University Fee:*

For all students for each Session or any part thereof..... \$5.00

(b) *Tuition Fee:*

For all students per point, except in cases where a special fee is fixed for a particular course..... 6.00

(c) *For a Degree or Diploma, or for an examination therefor:*

For the Teachers College Diploma..... 5.00

For the degree of Bachelor of Science..... 15.00

For the degree of Master of Arts, or Master of Science..... 25.00

For the degree of Doctor of Philosophy..... 35.00

(d) *For Privileges:*

(1) Late registration or application (see p. 32)..... 5.00

(2) Deficiency and special examinations..... 5.00

(3) Maximum fee for examinations in a single series..... 25.00

(e) *Rebates:*

(1) The University Fee and the Degree Fee are not subject to rebate.

(2) After the last day of the period provided for change of programs (second Saturday of the Winter or Spring Session for undergraduates, fourth Saturday for graduates), no tuition fees will be returned for any course which the student may for any reason discontinue. Exception to this rule may be made only in cases of total withdrawal from the University, when a pro rata return of fees may be authorized by the Controller. When a rebate is allowed for the discontinuance of courses and withdrawal from the University, *such rebate will be reckoned from the day upon which the Registrar receives notice from the student.*

NOTE.—All laboratory, gymnasium, shop, studio, and other special fees are now covered by the University and tuition fees.

PRACTICAL WORK IN THE SCHOOLS OF NEW YORK CITY AND VICINITY

Arrangements have recently been made by which students who are specializing in practical administration and methods of teaching may have the privilege of doing practical work in the schools of New York City and its suburbs. This work is of several types, depending upon the experience and needs of the individual.

Teachers and supervisors of experience, interested in educational administration, have many opportunities for actual field work along

the lines of school surveys and other investigations of the efficiency of school systems. Such work is carried on under the direct supervision of members of the Faculty, and is an actual part of such regular courses as Education 403-404, 403A-404A, and 403x-404x, described on pages 54-55 of this Announcement. During the past two years, students in these classes have participated in surveys of the schools of St. Paul, Minnesota; Omaha, Nebraska; Pelham, New York; Nassau County, New York; Framingham, Massachusetts; and Great Neck, Long Island.

The second opportunity for practical work is offered by a system of supervised observation and teaching in New York City and vicinity. Graduate students, with or without experience, who seem to the official advisers entirely to be qualified to undertake work of this nature, may be recommended to school principals to do practical work. Many principals welcome the opportunity to secure such assistance, and at the same time to help those who are without experience to learn the real problems and needs of large institutions. Students desiring practical work are expected to arrange in advance a definite period of time for such work (usually half of each school day for five weeks), to teach such classes as may be assigned, to supervise study periods, to fill out reports, to carry on such experiments as the principals may suggest, to attend meetings for criticism, and generally to make themselves part of the teaching staff of the school to which they may be delegated. There is no financial return for this work, but such work is credited toward degrees when supervised and taken as a part of such regular courses as Education 283, 284, 215x-216x, 217x-218x, 231x-232x, 417x-418x, and 489-490, described on pp. 68, 69, 51 and 52, respectively, of this Announcement. During the year 1917-18 practical work of this type in both elementary and secondary schools has been done in Leonia, Cliffside, and Englewood, N. J.; in the Speyer School; in public high and elementary schools of New York City; and in several private schools in New York. In some of these schools special studies in comparative experimental teaching have been made.

The third opportunity for practical work is offered through the New York City plan of teachers-in-training in high schools. This opportunity is open only to graduate students whose academic qualifications in their several subjects of major interest meet the requirements for high-school teachers in the New York City system. Previous experience in teaching is not required. Candidates must devote to the work at least half and sometimes the whole of each school day for one semester, for which service they receive a nominal payment. Many of the courses in the School of Education of most value to an inexperienced high-school teacher are scheduled so as to leave the morning hours free for such teaching or for observation in the Teachers College schools or in the public high schools. In this way, the student may secure not only exceptional advantages in practice teaching in some of our best high schools, but may qualify in one year plus one or two summer sessions for the examination for regular license as assistant teacher in the high schools of New York City, and for the degree of Master of Arts.

Students who wish to qualify for a New York City license as teacher-in-training should apply to the *Board of Examiners, Department of Education*, New York City, for a copy of the regulations concerning teachers-in-training, and make formal application for such work to the Board of Education on blanks furnished for the purpose. Teachers College has no authority whatever in the making of these appoint-

ments, but under certain circumstances will grant credit for such work if the student is also registered for Education 283 or 284 (see page 68). In the first half-year, teachers-in-training begin their work in the city schools the first week in September; in the second half-year, the first week in February.

Students who are pursuing courses of investigation or research in educational administration have exceptional advantages in the school systems of New York and neighboring cities. Within a radius of twenty miles from Teachers College there are 16 cities, 41 boroughs, 2 villages, and 34 towns and townships with a population of approximately 7,000,000. The metropolitan section, including New York City and the area within twenty miles of City Hall, has a school population larger than all New England and equal to that of all the States west of Kansas. One may find here every type of educational institution from one-room country schools to the metropolitan school with hundreds of teachers and thousands of pupils, as administered under the laws of the States of New York, New Jersey, and Connecticut.

COURSES OF INSTRUCTION

General Statement

Odd numbers indicate courses given during the Winter Session; even numbers, those given during the Spring Session. *Courses bearing both odd and even numbers extend throughout the academic year. Students wishing to enter such courses at the beginning of the Spring Session (second half-year) should consult in advance with the instructor.*

1. All courses in the School of Education numbered 100 and above are of graduate rank and may be counted, subject to the approval of a Faculty adviser, for the degrees of Master of Arts or Doctor of Philosophy, and the Teachers College diplomas. They presuppose courses in educational psychology and the history and principles of education, similar to Education A and B as given in the School of Practical Arts and in Columbia and Barnard Colleges. Students who have not had these introductory courses or their equivalent will be required to take a general introductory course in education as a part of their curriculum (see page 26).

2. Courses designated by numbers above 300 are principally of two kinds, practica and seminars. The practica, which are intended for investigation in a limited field, aim to extend the student's knowledge already acquired from introductory courses, by means of lectures, collateral reading, experiment, investigation and field work; to give familiarity with the past and current progress in the subject; and, through the preparation of reports and essays, to give practice in approved methods of investigation. Several advanced courses, which are not practica or seminars, are also numbered above 300.

3. The seminars, the most advanced courses offered by the departments, are devoted to the study of particular topics which are to be made the subjects of dissertations for the degree of Doctor of Philosophy and the Teachers College diploma. With the approval of the Faculty, a practicum and a seminar may be taken in any department of the college.

4. Information concerning the practical work required in connection with certain courses in the theory and practice of teaching is given in connection with the announcement of each of these courses.

UNIT COURSES IN EDUCATION

The following short unit courses in Education are offered with the purpose of acquainting the student in education: (1) With the views and practices of specialists outside his major department; (2) With special fields of knowledge not covered by the regular courses of the Winter or Spring Sessions. They are open to all students in education without charge and without credit. There is no formal registration for these courses, but cards of admission must be obtained from the Secretary of the College. Each unit course will consist of exercises covering a period of five weeks. These exercises will consist of lectures and discussions.

Unit Courses as Substitute for Master's Essay

In place of the essay required of all candidates for the Master's degree (see p. 26) there may be substituted a written digest of six unit courses. For this purpose any six unit courses may be chosen, but all six units must be taken within the same academic year. It is not necessary, however, to distribute the units uniformly over both the Winter and Spring Sessions. One may make such a distribution as he chooses; it is possible, for example, to select all six units within one session. The digest must include the prominent points of each lecture of each unit, and must be submitted in typewritten form (two copies) to the student's advisor not later than January 25 or May 17. The digest of the entire six units must be submitted at the same time, each unit being bound separately.

UNITS OFFERED FOR 1918-19

September 30 to November 2

- U1—School Health Administration. Professor WOOD. Tu. and Th. at 1.10.
U21—The Conduct of Public Discussion. Professor McMURRY. F., 4.10-6.
U31—The Teaching of Science in the Secondary School. Professors WOODHULL, BIGELOW, and McFARLANE, and Mr. GOOD. Tu. and Th. at 5.10.
U41—The Teaching of Fine Arts in Elementary and Secondary Schools. Professor DOW. M. at 7.30 P.M.
U51—Field, Scope and Problems of Vocational Guidance. Mr. WEAVER. S., 11-12.50.
U61—General Principles of Teaching as Related to Observation in the Elementary School. Professor MADDOX. Tu. and Th. at 10.
U71—Rural Reconstruction and War. Dr. WILSON. W., 7.30-9.20 P.M.
U81—Standards and Tests for Elementary School Subjects. Dr. McCALL. Tu. at 7.30 P.M.

November 4 to December 7

- U2—The Desirable Scope and Character of State Supervision of Various Forms of Education. Professor SNEDDEN. Tu. and Th. at 1.10.
U22—Common Principles underlying Kindergarten and Elementary Education. Professor KILPATRICK. F., 4.10-6.

- U32—The Teaching of Modern Languages in the Secondary School. Professor BAGSTER-COLLINS and Dr. CLARK. Tu. and Th. at 5.10.
 U42—The Teaching of Household Arts in Elementary and Secondary Schools. Professors COOLEY and WINCHELL. M. at 7.30 P.M.
 U52—Vocational Guidance Surveys and Vocational information. Mr. WEAVER. S., 11-12.50.
 U62—The Teaching of English Language and Literature in the Elementary School. Professor BAKER. Tu. and Th. at 10.
 U72—The Preparation of Country Teachers. Miss CARNEY. W., 7.30-9.20 P.M.
 U82—Standards and Tests for Secondary School Subjects. Professor KELLEY. Tu. at 7.30 P.M.

December 9 to January 25

- U3—The School Census and School Attendance. Mr. CHATFIELD. Tu. and Th. at 1.10.
 U23—The Essentials of Kindergarten Practice. Professor HILL. F., 4.10-6.
 U33—The Teaching of English Language and Literature in the Secondary School. Professor BAKER. Tu. and Th. at 5.10.
 U43—The Teaching of Music in Schools. Professor FARNSWORTH. M. at 7.30 P.M.
 U53—Vocational Guidance Analyses and Tests. Mr. WEAVER. S., 11-12.50.
 U63—The Teaching of Arithmetic in the Elementary School. Professor UPTON. Tu. and Th. at 10.
 U73—Household Arts for Country Communities. Professor SPOHR. W., 7.30-9.20 P.M.
 U83—School Surveys. Professor STRAYER and Mr. ENGELHARDT. Tu. at 7.30 P.M.

February 3 to March 8

- U4—School Architecture. Mr. BETELLE. Tu. and Th. at 1.10.
 U24—The Teacher's Responsibility Outside of the Classroom. Mr. PATR. F., 4.10-6.
 U34—The Teaching of Latin in the Secondary School. Professor LODGE. Tu. and Th. at 5.10.
 U44—The Teaching of Industrial Arts in Elementary and Secondary Schools. Professor BONSER. M. at 7.30 P.M.
 U54—Vocational Guidance and Vocational Education. Professor DEAN. S., 11-12.50.
 U64—The Teaching of Nature Study in the Elementary School. Professor BIGELOW. Tu. and Th. at 10.
 U74—Rural Supervision. Miss DUNN. W., 7.30-9.20 P.M.
 U84—Nationalism and Education. Dr. REISNER. Tu. and Th. at 3.10.
 U94—Instincts or Unlearned Tendencies. Professor THORNDIKE. F., 4.10-6.

March 10 to April 12

- U5—The Administration of the Junior High School. Professor BRIGGS. Tu. and Th. at 1.10.

- U25—The Scout Movement for Boys and Girls. Dr. FRETWELL. F., 4.10-6.
 U35—The Teaching of Mathematics in the Secondary School. Professor UPTON. Tu. and Th. at 5.10.
 U45—The Teaching of Physical Education in Schools. Professor WOOD. M. at 7.30 P.M.
 U55—Vocational Guidance Values in the Regular School Curriculum. Professor BONSER. S., 11-12.50.
 U65—The Teaching of Geography in the Elementary School. Professor MCFARLANE. Tu. and Th. at 10.
 U75—Rural Public Health. Dr. WOOD. W., 7.30-9.20 P.M.
 U85—English and German Schools. Dean RUSSELL and Dr. KANDEL. Tu. and Th. at 3.10.
 U95—Habit Formation and Learning. Dr. GATES. F., 4.10-6.

April 14 to May 17

- U36—The Teaching of History in the Secondary School. Professor JOHNSON. Tu. and Th. at 5.10.
 U56—Economic and Social Aspects of Vocational Guidance. Professor SNEDDEN and Dr. ALLINSON. S., 11-12.50.
 U66—The Teaching of History in the Elementary School. Professor JOHNSON. Tu. and Th. at 10.
 U76—Rural Social Surveys. Dr. WILSON. W., 7.30-9.20 P.M.
 U86—National Reconstruction through Education. Professor MONROE. Tu. and Th. at 3.10.
 U96—Individual Differences and their Causes. Professor KELLEY. F., 4.10-6.

Units Grouped According to Subject Matter

Units 1, 2, 3, 4, and 5 relate to school administration.

Units 21, 22, 23, 24, and 25 treat of special educational problems.

Units 31, 32, 33, 34, 35, and 36 relate to the teaching of secondary school subjects.

Units 41, 42, 43, 44, and 45 relate to the teaching of practical arts.

Units 51, 52, 53, 54, 55, and 56 relate to vocational guidance.

Units 61, 62, 63, 64, 65, and 66 relate to the teaching of elementary school subjects.

Units 71, 72, 73, 74, 75, and 76 relate to rural education.

Units 81, 82, and 83 relate to standards and tests.

Units 84, 85, and 86 relate to nationalism and education.

Units 94, 95, and 96 relate to educational psychology.

A group of other unit courses, open to students in the School of Education, and treating of subject matter in the field of practical arts, is offered by the School of Practical Arts. For a list of these units see the Announcement of the School of Practical Arts.

During the academic year additional unit courses may be offered by the School of Education which will be announced on the official bulletin board.

SCHEME FOR NUMBERING COURSES IN EDUCATION

Numbers 101 to 199 are reserved for introductory courses in special departments.

Numbers 201 to 299 are reserved for introductory courses in general departments.

Numbers 301 to 399 are reserved for advanced courses and practica in special departments.

Numbers 401 to 499 are reserved for advanced courses and practica in general departments.

Numbers 501 upward are reserved for seminars.

GROUP ASSIGNMENT OF NUMBERS

Administration of Education..	201-210	Fine Arts	111-114
	401-410		311-314
Educational Sociology	291-294	French	117-120
	491-494		317-320
Elementary Education	211-220	Geography	121-124
	411-420		321-324
History of Education	221-230		
	421-430	German	125-130
Lower Primary Education....	101-104		325-330
	231-240	History	131-134
	431-440		331-334
Philosophy of Education	241-250	Household Arts	135-142
	441-450		335-342
Psychology of Education ...	251-260	Industrial Arts	143-150
	451-460		343-350
Religious Education	261-270	Latin	151-154
	461-470		351-354
Rural Education	271-280	Mathematics	157-160
	471-480		357-360
Secondary Education	281-290	Music and Speech	161-170
	481-490		361-370
Vocational Education	295-299	Nursing and Health	171-180
	495-499		371-380
Biology	105-106	Physical Education	181-194
	301-304		381-394
English	107-110	Physical Science	197-199
	307-310		397-399

HOW TO FIND COURSES

For a complete list of courses, arranged by hours, see pp. 126-130.

For a complete list of courses, arranged by instructors, see p. 125.

For a complete list of courses, arranged by numbers, see pp. 121-

I—HISTORY AND PRINCIPLES OF EDUCATION

Courses in this group are classified as follows:

HISTORY OF EDUCATION

PHILOSOPHY OF EDUCATION

EDUCATIONAL SOCIOLOGY

HISTORY OF EDUCATION

Education B—History and Principles of Education, with special reference to Elementary School Problems. 3 points each Session. Professor GOODSELL.

M., W., and F. at 10.

The course is designed to trace the development of educational thought and practice, as these were determined by social, political, economic, and religious conditions in various nations and periods. Stress will be laid upon the origin and development of present-day problems and practices of the elementary school.

Preliminary to advanced courses in education. Not credited toward a higher degree. Graduate students should register for Education 421-422.

Education B1-B2—History of Education. 2 points each Session. Professor MADDOX.

S., 9-10.50.

During the Winter Session this course will treat of the History of Education to Modern Times; in the Spring Session it will treat of the History of Education in Modern Times. The course represents two-thirds of Education B described above, and satisfies the requirement in History of Education for undergraduate students in the School of Practical Arts.

Not credited toward a higher degree. Graduate students should register for Education 421-422.

Education 221—History of the Family as a Social Institution. 2 points. Professor GOODSELL.

Tu. and Th. at 4.10, Winter Session.

The first part of the course is designed to afford an historical survey of the evolution of the family from primitive times to the age of the Renaissance. The patriarchal type of family organization as it developed in Palestine, Greece, and Rome, and the influence of Christianity upon family life and ideals will receive special attention. The economic and social causes leading to the modern type of family organization as it exists in England and America will next be considered. Finally an analysis will be made of the conditions and problems of the twentieth century family; and the various suggestions of modern writers for its improvement will be discussed and evaluated.

Education 222—Education of Women. Its History and Present Problems. 2 points. Professor GOODSELL.

Tu. and Th. at 4.10, Spring Session.

The first part of the course will be devoted to a brief historical review of the education of women among the leading nations of ancient and modern times as that education was determined by the social and economic status of women. This historical survey will be merely introductory to a study of the present educational situation with special reference to the problems growing out of the higher education and the specialized training of women.

Education 225-226—History of Education in the United States. Lectures, reports, and discussions. 2 points each Session. Professor MONROE.

Tu. and Th. at 10.

This is the same course as Education 425-426 described on p. 43, but without the investigation of the practicum.

Education 271-272—History of Husbandry as Social Control. Lectures, assigned readings, and reports. 2 points each Session. Dr. WILSON.

Hours to be arranged.

A course of studies and lectures in the literature,—poetic, legislative, and pedagogic,—in which the life of the farmer is used as a basis of social culture. It traces the recognition of country life in moral and intellectual training from the earliest records—classic, Biblical and historical.

History 345-346—Social and Industrial History of the United States. 3 points each Session. Professor GAMBRILL.

M. and W. at 2.10.

For description see p. 77.

Mathematics 351-352—History of Mathematics. Lectures and collateral reading. 3 points each Session. Professor SMITH.

M. and W. at 4.10.

This course is designed to give a general view of the historical development of the elementary branches of mathematics—arithmetic, algebra, synthetic and analytic geometry, trigonometry, and the differential and integral calculus—from the earliest times to the present. The rise and growth of the higher mathematics chiefly in the nineteenth century are also considered briefly. The course is recommended especially to those who expect to teach mathematics, showing, as it does, the science in evolution and tracing the causes that have led to its development or stagnation in various epochs. Students wishing to do more intensive work in the history of mathematics should register for Mathematics 353-354 instead of 351-352.

Mathematics 353-354—Practicum in the History of Mathematics. Research and discussions. 4 points each Session. Professor SMITH.

M. and W. at 4.10; Tu. and Th. at 10.

This is the course in Mathematics 351-352, together with one extra hour on both Tuesday and Thursday. It is a research course open only to those who desire to study exhaustively the history of one or more special topics. The work will consist chiefly of the critical study of early treatises which are not accessible in English, and therefore should not be undertaken without a fair knowledge of two foreign languages.

Education 395-396—The History of Physical Science. Lectures and collateral reading. 3 points each Session. Professor WOODHULL.

Th., 10-11.50.

Education 421-422—History of Education. Lectures and conferences. 3 points each Session. Professors MADDOX and MONROE.

S., 9-10.50.

This course involves the study of the educational ideas and practices of those historic periods during which conceptions of education based on fundamental principles have been formulated. The principles thus arrived at through the study of the religious, psychological, and sociological aspects of education are considered in their application to the subject-matter, method, and institutional organization of education as accepted in the prevailing eclectic conception. The aim of the course is to present the essential features of the educational thought of the past as a basis for the more detailed historic, philosophic, and methodic study of the principles of education as formulated in the present.

Education 421A—Historical Foundations of Modern Education. Lectures and conferences. 3 points. Professor MONROE and Dr. REISNER.

Tu. and Th. at 3.10, Winter Session.

This course will condense into one session the historical survey of the development of educational ideals and practices from the earliest times through the eighteenth century. While it covers the same ground as Education 421, it offers a more cursory survey, as a basis for the study of historical and contemporary problems given in Education 422A.

Education 422A—Education and Nationalism. Lectures and conferences. 3 points. Professor MONROE, Dean RUSSELL, Dr. REISNER, and Dr. KANDEL.

Tu. and Th. at 3.10, Spring Session.

This course offers a survey of the part which education has played in the development of modern nationalities; it involves particularly a detailed study of the development of the national systems of education during the nineteenth century. Comparative study will be made of the essential features of the most important modern educational systems; and the way in which these features affect social life, the use of educational means for the attainment of political ends, colonial educational policies or the use of education for the improvement of backward peoples, the function of education in retarded cultures, the part which education may play in the reconstruction of nations following the conclusion of the present war, will be considered.

Education 425-426—Practicum. History of Education in the United States. 4 points each Session. Professor MONROE.

Tu. and Th. at 10.

The purpose of this course is to present in detail the evolution of the educational practices and institutions of the American people. The elementary school, the secondary school, and the institutions of higher education will be traced through: (a) the period of transplanting of European institutions,—the town and dame school, the Latin grammar school, and the politico-ecclesiastical college; (b) the period of modification of institutions to suit new conditions,—the district school, the academies, and the denominational or independent college; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with American political and social ideals and institutions.

Education 428—Historical and Comparative Study of the Problems of Secondary Education. Lectures and conferences. 3 points. Dr. KANDEL.

Tu. and Th. at 10, Spring Session.

The course traces the evolution of the meaning of a liberal education in modern times and its influence on present-day problems of secondary education in England, Germany, France, and the United States. Special attention is given to organization, curriculum and methods of instruction, and the social conditions affecting the development of secondary schools in these countries.

Education 501-502—Seminar. The Historical Foundations of Modern Education. Professor MONROE.

Hours to be arranged.

The work of the seminar is the critical investigation of topics in connection with dissertation work. Open only to candidates for the Doctor's degree.

For Summer Session courses see p. 96.

For Unit courses see p. 37.

For Teachers College Diplomas see p. 30.

Attention is also called to related courses in the History of Thought and Culture given in other parts of the University and open to students of Teachers College. These courses are described in the Announcements of the University Divisions of History, Economics and Public Law; and of Philosophy, Psychology and Anthropology, which may be had upon application to the Secretary of Teachers College.

PHILOSOPHY OF EDUCATION

Education 241-242—Philosophy of Education. Introductory course. Lectures, readings, and discussions. 2 points each Session. Professor KILPATRICK.

Section I: M. and W. at 4.10.

Section II: Tu. and Th. at 9. Admission to Section II by permission only.

In the Winter Session education will be studied as a social agency in relation especially to other factors at work in a democratic society. During the Spring Session the effort will be made to construct a satisfactory working theory of democratic education, considering principally such topics as the nature of education, the principles of the curriculum, and the bases of method.

Education 243-244—Foundations of Method. Lectures, readings, and discussions. 2 points each Session. Professor KILPATRICK.

Tu. and Th. at 2.10.

This course will consider in their more fundamental aspects the principles underlying the method of class-room management and instruction. It will include such topics as the laws of learning, the thinking process, organization, interest and effort, discipline, and moral training, considered in their relationship to a procedure approaching if possible more nearly to the normal experience process.

Education 245—Logic and Educational Problems. 2 points. Professor DEWEY.

(*Not given 1918-1919.*)

This course discusses the method of logical thinking as the basis for the method of teaching and study.

Education 247—Ethics and Educational Problems. 2 points. Professor DEWEY.

(*Not given 1918-1919.*)

The course discusses moral principles involved in education, including the curriculum and school administration, together with some consideration of the problem of instruction in morals.

Education 441-442—Philosophy of Education. Advanced course. Lectures, readings, and discussions. 4 points each Session. Professor KILPATRICK.

Tu. and Th. at 9.

A course made upon the same general plan as Education 241-242 (see p. 43) but designed, for more advanced students and requiring more extended daily preparation.

Education 443-444—Practicum. Philosophy of Education. Lectures, reports, and discussions. 4 points each Session. Professor KILPATRICK.

M. and W. at 3.10.

The general topic will be a consideration of the aims and methods appropriate to a system of education in a democratic society such as ours. The work of the Winter Session will consist largely of a contrast between the total educational situation of America and the analogous situations of England and Germany. The Spring Session will consider more specifically the problems of method, and moral education.

Education 446—Practicum. Historical Relations of Philosophy and Education. 4 points. Professor DEWEY.

(*Not given 1918-1919.*)

There will be considered in this course such fundamental problems as the relation of the individual and society; subject and object; knowledge and action; the physical and moral. These problems will be discussed on an historical basis beginning with Bacon.

Prerequisite: Education 241-242, or its equivalent, and some knowledge of the history of philosophy.

Education 541-542—Seminar. Philosophy of Education. Professor KILPATRICK.

Hours to be arranged.

Research in philosophy as applied to education. Open only to candidates for the Doctor's degree with a major in philosophy of education.

For Summer Session courses see p. 96.

For Unit courses see p. 37.

For Teachers College Diplomas see p. 30.

Attention is also called to related courses in Philosophy, given in other parts of the University and open to students of Teachers College,

which are described in the Announcement of the University Division of Philosophy, Psychology and Anthropology, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

EDUCATIONAL SOCIOLOGY

Education 291—Educational Sociology. Lectures, reports and discussions. 2 points. Professor SNEDDEN.

M. and W. at 3.10, Winter Session.

An introductory course in the study of the sociological foundations of curricula for schools of general and special education, bearing especially on those fields in which reorganizations of aims or objectives are in progress—such as schools for general secondary, higher elementary or vocational education; schools for defectives and other exceptional classes; and special education, through scouting, playgrounds, practical arts, etc.

Education 292—Problems of School Curricula and Special Forms of Education. Lectures, reports and discussions. 2 points. Professor SNEDDEN.

M. and W. at 3.10, Spring Session.

Applications of the principles of educational sociology to the evaluation of customary and proposed curricula or subjects of instruction in schools of general or special education. Problems of educational aim or purpose growing out of the development of the junior high school, the reconstruction of general secondary education, the evolution of vocational education, the provision of special education for variant classes, and the extension of novel forms of instruction and training outside the school will receive chief consideration.

Education 205A-206A—Problems for Advisers of Women and Girls. 3 points each Session. Professors STEVENS, GOODSSELL and SNEDDEN, Miss DANIELL, and others.

Tu., Th., and F. at 2.10.

This course considers the problems arising in the care and supervision of women students in colleges and normal schools, and of girls in high schools. The hygienic, economic, social, moral, and religious aspects of the school community will be analyzed and discussed by experts with a broad experience in this field of professional activity. The course is designed particularly for candidates seeking the diploma of Adviser of Women or Adviser of Girls.

Education 273-274—Rural Sociology and Economics. Lectures, discussions, and reports. 2 points each Session. Dr. WILSON.

W. and F. at 10.

For description, see p. 85.

Education 293A—The Assimilation of the Immigrant as an Educational Problem. 2 points. Dr. NORMAN THOMAS.

M. and W. at 11, Winter Session.

This course will endeavor (1) to insure a knowledge of immigrant backgrounds on the part of Americans and (2) to suggest educational methods for more rapid assimilation of immigrants into the common life of America.

Education 293B—Industrial Conditions and Relations. Lectures, reports, and discussions. 2 points. Professor WARD.

Hours to be announced, Winter Session.

A study of working conditions and standards of living from the standpoint of educational and religious ideals. Outlines the economic environment required for the further realization and development of these ideals. Forecasts the progress of industrial democracy.

Education 294A—Principles and Programs of Social Reconstruction. Lectures, reports, and discussions. 2 points. Professor WARD.

Hours to be announced, Spring Session.

A course in preparation for the after-war period. Outlines the principles of social progress operating in the present world crisis. Analyzes and estimates the various programs of reconstruction now under consideration.

Education 295-296—Vocational Education. Lectures, readings and discussions. 2 points each Session. Professor SNEDDEN.

Tu., 7.30-9.15 P.M.

For description, see p. 83.

Education 297-298—Vocational Guidance. Lectures, readings, and reports. 2 points each Session. Mr. WEAVER, Professors SNEDDEN, DEAN, and BONSER, and Dr. ALLINSON.

S., 11-12.50.

For description, see p. 83.

History 345-346—Social and Industrial History of the United States. 3 points each Session. Professor GAMBRILL.

M. and W. at 2.10.

For description, see p. 77.

Education 470—Practicum. Problems of Social-Religious Work. 3 points.

Hours to be arranged, Spring Session.

Consult Miss TALLMAN before registration.

This course should be elected by all students desiring advanced degrees in social-religious work.

Education 491-492—Practicum. Educational Sociology. 4 points each Session. Professor SNEDDEN.

M., 1.10-3.

Studies and investigations of the scope and purposes of education, as based upon modern sociological knowledge and theory. Will include studies of purposes of civic, cultural, and vocational education, and of special forms of education for leaders, specialized workers, delinquents and defectives.

Education 497—Sociological Foundations of Curricula. Lectures, conferences and reports. 3 points. Professor SNEDDEN.

S., 9-10.50, Winter Session.

An advanced course presupposing some knowledge of sociology and practical experience in some field of education or social work. Consideration will be given especially to those phases of contemporary sociology and social economy which provide foundations for the more scientific determination of desirable objectives for general and special education.

Education 498—Problems of Curricula. Lectures, conferences and reports. 3 points. Professor SNEDDEN.

S., 9-10.50, Spring Session.

Topics considered will be chiefly those arising in connection with contemporary efforts to evaluate customary curricula and subjects in terms of social needs, to devise better means of meeting existing needs for better vocational, civic, and physical education for normal or exceptional classes. The numerous recent developments of special types of school and extra-school education will be examined in the light of their possible contribution to social needs.

Education 591-592—Seminar. Educational Sociology. Professor SNEDDEN.

Hours to be arranged.

For Summer Session courses see p. 96.

For Unit courses see p. 37.

For Teachers College Diplomas see p. 30.

Attention is also called to related courses in Sociology, Social Economy and History of Thought and Culture given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of History, Economics and Public Law, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

II—EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS

Courses in this group are classified as follows:

EDUCATIONAL PSYCHOLOGY
EDUCATIONAL STATISTICS
EDUCATIONAL TESTS
EDUCATIONAL EXPERIMENTATION

EDUCATIONAL PSYCHOLOGY

Education 215—Methods of Teaching in Special Classes. 2 points.
Miss FARRELL.
S., 9-10.50, Winter Session.

This course will present the modifications of the methods and subject matter of the elementary school which are needed by the types of children found in special classes. Prerequisite or parallel: Education 211-212, 253-254, and 451, or their equivalent.

Education 215x or 216x—Observation, Experimentation, and Teaching in Connection with Special Classes. 2 points either Session. Miss FARRELL, Professor BONSER and Dr. HOLLINGWORTH.
For description, see p. 51.

Education 216—Supervision of Special Classes. Lectures, readings and discussions. 2 points. Miss FARRELL.
S., 9-10.50, Spring Session.
For description, see p. 57.

Education 251A-252A—Psychology of Childhood. Observation, experiment, required readings, and discussions. 2 points each Session. Professor WHITLEY.

Section I: Tu. and Th. at 10.
Section II: Tu. and Th. at 2.10.

This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood, with special reference to the meaning of these facts to the teacher. It seeks to provide the student with sound criteria for estimating theories about the mental life of children, and to give him adequate training in the concrete study of child life.

Prerequisite or parallel: Education 451, or equivalent.

Education 252B—Psychology of Adolescence. 2 points. Dr. HOLLINGWORTH.
Tu. and Th. at 11, Spring Session.

This course offers opportunity for an intensive study of the mental life and conduct of children during the pre-adolescent and adolescent stages of development.

Education 253-254—Psychology and Treatment of Exceptional Children. 2 points each Session. Dr. HOLLINGWORTH.
Section I: S., 9-10.50.
Section II: S., 11-12.50.

This course is designed to give a scientific understanding of children and adolescents who deviate from the normal. It describes such conditions as precocity, backwardness, feeble-mindedness, nervous instability, specialized intellectual defects, juvenile delinquency, etc. It treats also of the application of psychological tests in educational diagnosis. Clinical material will be provided for direct study.

The sections are limited in size and the student's choice of section must be approved by the instructor.

Education 255—The Psychology of Thinking. 2 points. Professor RUGER.

S., 11-12.50, Winter Session.

The work will include: (1) a survey of the results of experimental studies in the higher thought processes; (2) experimental study by the class of the thought processes involved in typical forms of school material; (3) a study of some of the conditions favorable to efficiency in thinking. The psychological laboratory will be used in connection with this course.

Education 256—The Experimental Psychology of Habit, Skill, Practice and Memory. 2 points. Professor RUGER.

S., 11-12.50, Spring Session.

The work of the course will include: (1) a survey of experimental studies in habit formation; (2) group and individual investigations by the class in the formation of habits and acquisition of skill, etc., from the standpoint of efficiency in learning and possible transfer value.

Education 451—Educational Psychology. 4 points. Dr. GATES and Dr. HOLLINGWORTH.

Section I: M., W., and F. at 9, Winter Session, for students primarily interested in secondary education.

Section II: M., W., and F. at 2.10, Winter Session, for students primarily interested in elementary education.

This course gives a general treatment of the elements of educational psychology. It is designed to meet the needs of graduate students who have had little or no previous training in psychology.

Education 453-454—Practicum. Application of Psychological and Statistical Methods to Education. 4 points each Session. Professor THORNDIKE and Dr. McCALL.

M., 4.10-6.

For description, see p. 49.

Education 455-456—Clinical Psychology. 3 points each Session. Dr. HOLLINGWORTH.

F., 4.10-6.

An advanced course, consisting of lectures, discussions, readings and directed investigations. Amentia, psycho-neuroses and certain types of insanity will be especially considered in their psychological aspects. Clinical demonstrations will be carried on, under the supervision of the instructor, on Wednesdays at Bellevue Hospital.

Education 456A—Mental and Vocational Tests and Treatment of Results. 3 points. Professor RUGER.

Tu. and Th., 4.10-6, Spring Session.

For description, see p. 50.

Education 458A—Psychology of the Elementary School Subjects. 3 points. Professor THORNDIKE and Dr. GATES.

M., W., and F. at 2.10, Spring Session.

The psychology of learning in the case of the language arts, arithmetic, handwriting, drawing, and elementary science. For principals and supervisors of elementary schools and teachers in normal schools.

Prerequisite: Education 451 or equivalent.

A student may not count both 458A and 458B for credit.

Education 458B—Psychology of the Secondary School Subjects. 3 points. Professor RUGER.

M. and W. at 11, Spring Session.

The psychology of learning in the case of foreign languages, algebra and geometry, inductive and deductive work in science and history, esthetic appreciation, and motor skill. The applications of social psychology to the problems of school athletics and clubs. The diagnosis of capacities, and vocational guidance.

Prerequisite: Education 451 or its equivalent.

A student may not count both 458A and 458B for credit.

Education 459-460—Educational Psychology—Advanced Course. 4 points each Session. Professor THORNDIKE and Dr. GATES.

M., W., and F. at 11.

A systematic course treating of the psychological basis of educational theory.

Prerequisite: A substantial course in psychology, representing at least one-fourth of a student's work for a year.

Education 553-554—Seminar. Educational Psychology. Professor THORNDIKE.

Th., 9-10.50.

In this course an opportunity is afforded for the investigation of those topics in educational theory and practice which lend themselves to treatment by the methods of psychological research.

The courses listed above, being designed primarily to meet the needs of special groups of students, are characterized by some duplication of content and are subject to the following limitations of credit:

A student may not count both 458A and 458B for credit.

A student may not count both 255-256 and 451 for credit.

UNIT COURSES

The following unit courses are offered in educational psychology. It will not be profitable for a student to take any of these units unless he takes all three.

U94—Instincts or Unlearned Tendencies. Professor THORNDIKE. F., 4.10-6; February 3 to March 8.

U95—Habit Formation and Learning. Dr. GATES. F., 4.10-6; March 10 to April 12.

U96—Individual Differences and Their Causes. Professor KELLEY. F., 4.10-6; April 14 to May 17.

UNDERGRADUATE COURSES IN EDUCATIONAL PSYCHOLOGY

Education A1—See the Announcements of Barnard College and Columbia College.

Education A3 (or A4)—Elements of Psychology for Teachers. See the Announcement of Teachers College, School of Practical Arts.

Education 19—Application of Psychology to Teaching. See the Announcement of Teachers College, School of Practical Arts.

For Summer Session courses see p. 97.

For Unit courses see p. 37.

For Teachers College Diplomas see p. 30.

Attention is also called to related courses in Psychology given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Philosophy, Psychology and Anthropology, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

EDUCATIONAL STATISTICS

Education 453-454—Practicum. Application of Psychological and Statistical Methods to Education. 4 points each Session. Professor THORNDIKE and Dr. McCALL.

M., 4.10-6.

This course aims to prepare advanced students to investigate such problems in education as involve accurate treatment of mental characteristics, and to provide future principals and superintendents of schools with the technical knowledge of statistics which will enable them to use conveniently and profitably the data available in any school system.

Education 458—The Mathematics of Statistics. 3 points.
(*Not given* 1918-19.)

Education 458 is the same as Mathematics 12 (Columbia), and may not be counted for credit as a course in Education by any student who has already received credit for it as a course in Mathematics.

EDUCATIONAL TESTS

Education 411B-412B—Measurement and Experimentation in Elementary Education. 3 points each Session. Dr. McCALL.
S., 9-10.50.

For description, see p. 51.

Education 211X-212X—Experimental Education in the Elementary School. 2 points each Session. Dr. McCALL.
Hours to be arranged with the instructor.
For description, see p. 51.

Education 456A—Mental and Vocational Tests and Treatment of Results. 3 points. Professor RUGER.
Tu. and Th., 4.10-6, Spring Session.

The purpose of the course is: (1) to give acquaintance with the wide range of psychological, educational, and vocational tests and scales now available; (2) to give practice in the statistical treatment of results and in the standardization of new tests. The psychological laboratory and workshop will be available for use in connection with this course. No acquaintance with statistical methods is presupposed.

Education 297-298—Vocational Guidance. Lectures, readings, and reports. 2 points each Session. Mr. WEAVER, Professors SNEDDEN, DEAN, and BONSER and Dr. ALLINSON.
S., 11-12.50.

This course is devoted to a study of the methods, problems, and administration of vocational guidance. Among the problems those of prominence will include the place and possibilities of vocational guidance in regular school work, vocational guidance aspects of the junior high school work and organization, the preparation and work of the vocational counselor, means of discovering vocational aptitudes, the cooperation of the school and various auxiliary institutions for vocational guidance, and the organization and administration of vocational guidance departments and bureaus. The work is developed with reference to the needs of superintendents and principals, teachers and social workers interested in the problem, and students desiring acquaintance with the general field and its problems.

Students interested in the technique of vocational guidance tests should take Education 456A, Mental and Vocational Tests and Treatment of Results, as a parallel course.

Education 403-404—Practicum. School Surveys and Other Investigations in Educational Administration, including Field Work. 4 points each Session. Professor STRAYER, Mr. ENGELHARDT, and Mr. HART.

Section I: Tu., 4.10-6.

Section II: W., 1.10-3.

For description, see p. 54.

U81—Standards and Tests for Elementary School Subjects. Dr. McCALL.

Tu. at 7.30 P.M.; September 30 to November 2.

U82—Standards and Tests for Secondary School Subjects. Professor KELLEY.

Tu. at 7.30 P.M.; November 4 to December 7.

U83—School Surveys. Professor STRAYER and Mr. ENGELHARDT.

Tu. at 7.30 P.M.; December 9 to January 25.

EDUCATIONAL EXPERIMENTATION

Education 411B-412B—Measurement and Experimentation in Elementary Education. 3 points each Session. Dr. McCALL.

S., 9-10.50.

This course gives a knowledge of the instruments, and the experimental and statistical technique for measuring elementary instruction. It includes such topics as relation of quantitative measurements to educational aims; tests and scales; scoring, tabulation, and statistical treatment; administration of experiments; interpretation, description and uses of the results for the improvement of instruction. The course concludes with a critical survey of the literature in this field.

This course is suited to the needs of teachers and supervisors.

Education 211X-212X—Experimental Education in the Elementary School. 2 points each Session. Dr. McCALL.

Hours to be arranged with the instructor. The course may be entered at the beginning of either Session.

This course gives actual experience in measuring the results of instruction, and in the statistical treatment, interpretation, and description of results. The student will plan and conduct, under the supervision of the instructor, an experiment looking to the solution of some problem which has to do with the curriculum, methods of study, methods of instruction, or some similar phase of elementary education.

Education 215X or 216X—Observation, Experimentation, and Teaching in Connection with Special Classes. 2 points either Session. Miss FARRELL, Professor BONSER, and Dr. HOLLINGWORTH.

This course gives opportunities for students to teach in special classes under supervision and criticism. It also offers opportunities to advanced students to conduct investigations or experiments in special classes with the co-operation of one or all of those in charge of the course.

Prerequisite or parallel: Education 253-254 or Education 215.

Education 217X-218X—Experimental Teaching. Experimentation, teaching, readings, discussion, and conferences. 2 points each Session. Miss DAY.

Hours to be arranged.

In general this work will require the forenoons of five consecutive weeks. Each student should advise with the instructor before registering for the course.

This course is designed for candidates for diplomas in elementary teaching. It offers, for teachers of experience, opportunities for carefully supervised experimental teaching under typical public school conditions. Regular practice teaching will also be provided for students who have had a limited amount of teaching experience and who are unprepared for experimental work.

Prerequisite or parallel: Education 231X-232X and 411A.

Education 231X-232X—Experimental Teaching and Practice in Supervision in the Lower Primary School. Experimentation, teaching, supervision, and conferences. 2 points each Session. Miss MOORE.

Hours to be arranged.

This course will usually require two consecutive hours in the forenoon every school day for five consecutive weeks. Students should advise with the instructor before registering for the course.

Open only to students who have had experience in both kindergarten and primary teaching, and intended for candidates for the diploma in lower primary supervision.

Prerequisite or parallel: Education 411 and 411A; Education 411B-412B, though not required, is a desirable preliminary or parallel course.

Education 256—The Experimental Psychology of Habit, Skill, Practice and Memory. 2 points. Professor RUGER.

S., 11-12.50, Spring Session.

For description, see p. 48.

Education 261X-262X—Field Work in Religious Education. 2 points each Session. Miss TALLMAN and others.

Conference hour, F. at 11. Field work to be arranged with the instructors.

For description, see p. 87.

Education 283 or 284—Supervised Observation and Teaching in the Secondary School. 2 points either Session. Professor STEVENS, Mrs. BENTON, and Mr. MORRISON.

Conference hour, Friday at 4.10.

For description, see p. 68.

Education 412x—Supervision of Instruction. Mr. HUNT. 3 points. Hours to be arranged, Spring Session.

For description, see p. 58.

Education 417x-418x—Experimental Teaching, Supervision, and Field Work. Experimentation, actual supervision, investigation, readings and discussions. 3 points each Session. Miss DAY.

Hours to be arranged.

In general students will reserve one hour every morning throughout the session for experimental teaching and field work in supervision. Each student should advise with the instructor before registering.

This course is designed for candidates for supervisory diplomas in elementary education and advanced students desiring to conduct experiments in the field. A study will be made of the technique of experimental teaching, its place in the field of elementary education, a survey of problems demanding this type of investigation, the respective functions of teacher and supervisor in the work, and something of the basic principles underlying supervision. Actual experiments will be observed and analyzed. Each student will conduct a teaching experiment and participate in the supervision of other teachers.

Prerequisite or parallel: Education 411 or its equivalent. Education 411B-412B though not required, is a desirable preliminary or parallel course.

Education 403-404—Practicum. School Surveys and Other Investigations in Educational Administration, including Field Work. 4 points each Session. Professor STRAYER, Mr. ENGELHARDT, and Mr. HART.

Section I: Tu., 4.10-6.

Section II: W., 1.10-3.

For description, see p. 54.

Education 403x-404x—Field Work in Educational Administration. 3 points each Session. Professor STRAYER and Mr. ENGELHARDT.

In addition to the field work required in connection with the courses in educational administration, students may elect to undertake additional practical work for credit.

Education 489-490—Practicum. Experimental and Statistical Problems in Secondary Education. 4 points each Session. Professors BRIGGS and KELLEY.

W., 4.10-6.

This course will consider such selected problems of secondary schools as lend themselves to experimental study. After a critical review of published reports, students will be required to make some studies of their own, especially in schools that near-by communities have opened for their use.

Education 140x—Field Work in Household Arts for Rural Communities. 2 points. Professor SPOHR.

Hours to be arranged. Spring Session.

For description, see p. 85.

Education 493x-494x—Field Work in Vocational Education. 3 points each Session. Professor DEAN.

Hours to be arranged.

For description, see p. 84.

Education 456A—Mental and Vocational Tests and Treatment of Results. 3 points. Professor RUGER.

Tu. and Th., 4.10-6, Spring Session.

For description, see p. 50.

For Summer Session courses see p. 97.

For Teachers College Diplomas see p. 37.

III—EDUCATIONAL ADMINISTRATION AND SCHOOL SUPERVISION

Courses in this group are classified as follows:

ADMINISTRATION OF EDUCATION
COMPARATIVE EDUCATION
SUPERVISION OF INSTRUCTION
EDUCATIONAL AND SCHOOL HYGIENE

ADMINISTRATION OF EDUCATION

Education 201—State and County School Systems. 2 points.
Professor STRAYER and Mr. HART.

Section I: Tu. and Th. at 11, Winter Session.

Section II: S., 9-10.50, Winter Session.

A consideration of the organization, legal status, and administrative control of state school systems. The problems of centralization in administration, including such topics as state boards, general and special, state school officials, state taxation for schools, the distribution of school funds, the training of teachers, courses of study, the control of text-books, inspection and supervision, the control of physical equipment, types of records and reports, and the like, are treated.

Education 202—City School Administration. 2 points. Professor STRAYER and Mr. HART.

Section I: Tu. and Th. at 11, Spring Session.

Section II: S., 9-10.50, Spring Session.

A systematic course treating of the problems of organization and administration in city school systems. Among the problems considered will be school boards, business administration, buildings and their equipment, the organization of the supervisory corps, the progress of children through schools, including retardation, acceleration, and elimination, special classes for the mentally or physically deficient, school records and school reports, supplementary and special education, including night, industrial, and vocational schools, social centres, and other adult education.

Education 202B—Organization and Administration of Rural Schools. 2 points. Miss CARNEY.

Tu. and Th. at 11, Spring Session.

For description, see p. 85.

Education 203-204—The Principal and His School. 2 points each
Session. Mr. ENGELHARDT.

M., 4.10-6.

The principal as a social and an educational agent. In particular, a careful study of the work of a school principal in the administration and supervision of his school, and the relationship of the individual school to the larger administrative unit.

The supervision of instruction, interpretation of the course of study, teachers' meetings, class discipline, pupils' marks, classification, progress, and promotion of pupils, departmental teaching, records and reports, text-book and library problems, the relation between school and home, parents' organizations and meetings, pupil social and civic organizations, school gardens, school banks, the use and supervision of the playground, school athletics, the proper use of the services of the attendance officer, medical inspector, school nurses and janitors, and many other similar problems will form the basis of the course.

Education 205—The Administration of Public Secondary Schools. 2 points. Mr. ENGELHARDT.

Tu. and Th. at 10, Winter Session.

The problems of organization and administration peculiar to secondary schools will be considered: first, from the standpoint of the state's control and support of

these schools; second, from the point of view of their relation to the local administrative unit; and, third, with respect to internal organization. Subsidies, certification of teachers, control of text-books, inspection and accrediting, requirements with respect to buildings and their equipment, are among the problems which will be considered from the standpoint of the state control. The relation of elementary and secondary schools, the problems of the classification and progress of children, of compulsory education, of business administration, of records and reports, and the like, will be considered from the point of view of the high school in relation to the local administrative unit.

Education 205A-206A—Problems for Advisers of Women and Girls. 3 points each Session. Professors STEVENS, GOODSELL and SNEDDEN, Miss DANIELL, and others.

Tu., Th., and F. at 2.10.

This course considers the problems arising in the care and supervision of women students in colleges and normal schools, and of girls in high schools. The hygienic, economic, social, moral, and religious aspects of the school community will be analyzed and discussed by experts with a broad experience in this field of professional activity. The course is designed particularly for candidates seeking the diploma of Adviser of Women or Adviser of Girls.

Education 210—Business Administration of Schools. 2 points. Mr. ENGELHARDT.

Tu. and Th. at 10, Spring Session.

Financing public education, including the sources of revenue, budget making, auditing, and fiscal accounting; the operation and maintenance of the school plant; new buildings and the problems of construction, including the development of school building programs over a period of years; the relationships of school architect and contractor to the board of education; the supervision and improvement of janitorial service; the personnel of the business staff; office records and the equipment and management of the business office; the purchasing, control, and distribution of textbooks and supplies.

Education 287—The Organization of Secondary Education; a Survey. 2 points. Professor BRIGGS.

M. and W. at 9, Winter Session.

The high school of the nineteenth century and that of today; the legal status; influences of traditions, of state departments of education, of higher institutions, of associations of secondary schools and colleges; plans for articulating with elementary schools; types of secondary schools—the cosmopolitan, the technical, the commercial, etc.; city, village, and rural secondary schools; afternoon, evening, and summer sessions; current demands on secondary education and means for satisfying them; recent tendencies and their exemplifications in typical modern high schools.

Education 288—Organization and Administration of the Junior High School. 2 points. Professor BRIGGS.

M. and W. at 9, Spring Session.

For description, see p. 69.

Education 417-418—Practicum in Normal School Administration. 4 points each Session. Professor BAGLEY.

Tu., 1.10-3.

For description, see p. 61.

Education 473-474—Practicum in Rural Social Surveys. 4 points each Session. Dr. WILSON.

F., 3.10-5.

For description, see p. 86.

Education 403-404—Practicum. School Surveys and Other Investigations in Educational Administration, including Field Work. 4 points each Session. Professor STRAYER, Mr. ENGELHARDT, and Mr. HART.

Section I: Tu., 4.10-6.

Section II: W., 1.10-3.

This course treats of the problems subject to investigation in the organization and administration of the public school systems in the United States, with special reference to city school systems. An elementary treatment of educational statistics will be given during the first few meetings of the class in order to enable students to interpret statistical studies in administration and for the sake of acquainting them with the method involved. A systematic study of school surveys or inquiries, together with a review of other investigations which have been made in the field of educational administration, will provide the basis for research with respect to administrative problems. The Spring Session will be devoted to field work.

Education 403A-404A—Practicum. Investigation in Educational Administration. 4 points each Session. Mr. ENGELHARDT and Mr. HART.

Open to those who have secured the consent of the instructor.
S., 9-10.50.

This section of the practicum in administration is designed primarily for superintendents and principals of schools who wish to conduct in their own schools inquiries looking toward increased educational efficiency. As a basis for the study of scientific methods in educational administration, each student will, from time to time, be required to collect and present in class, for criticism as to content and method, data from his own school system with regard to the character of the school population; census and attendance; classification and progress of children; size of classes; failures by classes and by subjects; measurements of the achievements of children; efficiency of supervisors; provisions for physical welfare of pupils; organization and work of the school board; training and tenure of teachers; salary schedules; school buildings and equipment; costs; records; reports, and the like.

Education 403x-404x—Field Work in Educational Administration. 3 points each Session. Professor STRAYER and Mr. ENGELHARDT.

In addition to the field work required in connection with the courses in educational administration, students may elect to undertake additional practical work for credit.

Education 493-494—Practicum. Current Problems in Vocational Education. 4 points each Session. Professors DEAN and SNEDDEN.
F., 4.10-6.

For description, see p. 84.

Education 509-510—Seminar. Educational Administration. Dean RUSSELL and Professor STRAYER and Mr. ENGELHARDT.
W., 9-10.50.

This course is restricted to students who desire to continue investigation and research in some problem in the field of educational administration.

For Summer Session courses see p. 97.

For Unit courses see p. 37.

For Diplomas in Educational Administration, see page 30.

Attention is also called to related courses in Economics and Social Economy given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of History, Economics and Public Law, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

COMPARATIVE EDUCATION

Education 203A-204A—Comparative Study of Foreign School Systems. 2 points each Session. Dr. KANDEL.

Tu. and Th. at 9.

A comparative study of the social and political foundations underlying the administration of education, and their relation to the organization, curricula, and the methods of teaching in the school systems of the chief European countries and the United States. Special attention will be given to the current proposals for the reconstruction of education after the war.

Education 203B—Educational Development in Oriental Countries. 2 points. Dr. SAILER.

Tu. and Th. at 5.10, Winter Session.

The course will outline the development of the educational systems of the Philippines, Japan, Egypt, and India, and indicate the problems of education in the Orient generally, including missionary education.

Education 269-270—Problems in Missionary Education. Lectures, readings, discussions and inspection of schools. 2 points each Session. Dr. SAILER.

Tu. and Th. at 11.

This course is intended for foreign missionaries on furlough and missionary candidates looking forward to educational work. It will discuss the distinctive aims of foreign missionary education, and the bearings on these of certain features of modern educational theory and practice. Missionaries from different fields will have an opportunity to compare their problems. Those taking the course will select subjects for special study and present them to the class for discussion.

Candidates for the Master's degree specializing in this field may do extra work in connection with this course which will be accepted to satisfy the requirements of the Master's essay (see p. 25).

Education 407-408—Practicum. Comparative Education. 3 points each session. Dr. KANDEL.

Hours to be arranged.

The course will consist of consultations and special studies, and is intended for students who desire in connection with their dissertation to interpret problems of American education in the light of foreign experience.

Education 428—Historical and Comparative Study of the Problems of Secondary Education. Lectures and conferences. 3 points. Dr. KANDEL.

Tu. and Th. at 10, Spring Session.

The course traces the evolution of the meaning of a liberal education in modern times and its influence on present-day problems of secondary education in England, Germany, France, and the United States. Special attention is given to organization, curriculum and methods of instruction, and the social conditions affecting the development of secondary schools in these countries.

For Unit courses see p. 37.

For Teachers College Diplomas, see p. 30.

SUPERVISION OF INSTRUCTION

Courses in the Methods of Teaching will be found under Group IV, on pages 61-82.

Education 213—Problems in Method in Contemporary Education. 2 points. Professors McMURRY, KILPATRICK, and HILL.

F., 4.10-6, Winter Session.

This course is a combination of Unit Courses 21, 22 and 23. See pages 37-38.

Education 213A—School Management. 3 points. Professor BAGLEY.

M. and W. at 5.10, Winter Session.

The principles underlying group-instruction; classroom organization and routine; the problem of discipline; school relationships.

Education 214A—The Technique of Teaching. 3 points. Professor BAGLEY.

M., W., and F. at 11, Spring Session.

Designed especially for students who are preparing to work in administration and supervision.

Types of school activities classified upon the basis of outcomes; the principles governing the technique of teaching in connection with each type of activity.

Education 216—Supervision of Special Classes. Lectures, readings and discussions. 2 points. Miss FARRELL.

S., 9-10.50, Spring Session.

This course is designed for students who are planning to become principals or superintendents of schools or instructors and supervisory officers in teachers' training schools.

The general need for special classes, the types now offered in various parts of the country, the desirability of providing for still further differentiation and the modifications of general supervisory principles needed in dealing with these classes are among the topics that will be discussed in this course.

Education 217-218—Problems in Class Teaching in the Elementary School, in Relation to Social Reconstruction. 2 points each Session. Miss DAY.

S., 11-12.50.

For description, see p. 66.

Education 217x-218x—Experimental Teaching. Experimentation, teaching, readings, discussion, and conferences. 2 points each Session. Miss DAY.

For description, see p. 51.

Education 231-232—The Lower Primary School, its organization, equipment, curriculum and teaching methods. Lectures, required readings, observation, and discussion. 2 points each Session. Miss MOORE.

Tu. and Th. at 9.

For description, see p. 63.

Education 275-276—The Preparation of Rural Teachers. 2 points each Session. Miss CARNEY.

Tu. and Th. at 8 a. m.

For description, see p. 85.

Education 277-278—Supervision of Country Schools. Lectures, discussions, observations and reports. 2 points each Session. Miss DUNN.

S., 9-10.50.

For description, see p. 85.

Education 411—Criticism and Supervision of Instruction in the Elementary School with Reference to the Making of a Curriculum. Lectures, required readings, reports and discussions. 3 points. Professor McMURRY.

M., W., and F. at 9, Winter Session.

Students desiring intensive work in the making of curricula are advised to take Education 411x in addition, and to continue in Education 414, The Making of Elementary School Curricula, in the Spring Session.

This course is designed for graduate students who are planning to become principals or superintendents of elementary schools, or instructors and supervisory officers in teachers' training schools.

The meaning and bearings of the modern viewpoint in elementary education will first be discussed; and, in the light of conclusions thus reached, actual recitations in history, geography, etc., will be observed and criticised. Special topics for consideration will be; the making of a curriculum; standards for judging instruction; general principles of criticism of instruction; proper method of study on the part both of adults and of children.

Education 411x—Practical Work on a Curriculum Problem. 1 point. Mrs. MOSSMAN.

Hours to be arranged, Winter Session.

Credited only if taken in connection with Education 411; does not count as a separate course.

Education 411x provides a special conference hour for students in Education 411 who wish to do constructive work on a curriculum problem.

Education 411A—Criticism and Supervision of Instruction in the Elementary School, with Special Reference to Methods of Study. Lectures, required readings, and discussion. 3 points. Professor McMURRY and Mr. HUNT.

M., W., and F. at 11, Winter Session.

This course will deal with the problems of supervision. It will differ from Education 411 by making proper method of study on the part of young people the principal topic. Recitations will be observed in history, geography, etc., with regard to the method of study followed, and the conduct of study periods will receive attention. Standards for judging instruction and general principles of criticism of instruction will be considered, but in a minor way.

The foregoing will constitute the work in this course for most students, but a limited number of qualified students may, with consent of the instructor, undertake practical supervisory projects in the Horace Mann School.

Education 412x—Supervision of Instruction. 3 points. Mr. HUNT.

Hours to be arranged, Spring Session.

This course will be a continuation of the special supervision projects in the Horace Mann School described in Education 411A. Observation, experiment, reports, discussion. Open to a limited number of students with the consent of the instructor.

Education 411B-412B—Measurement and Experimentation in Elementary Education. 3 points each Session. Dr. MCCALL.

S., 9-10.50.

This course gives a knowledge of the instruments and the experimental and statistical technique for measuring elementary instruction. It includes such topics as: relation of quantitative measurement to educational aims; tests and scales; scoring, tabulation, and statistical treatment; administration of experiments; interpretation, description and uses of the results for the improvement of instruction. The course concludes with a critical survey of the literature in this field.

This course is suited to the needs of teachers and supervisors.

Education 211x-212x—Experimental Education in the Elementary School. 2 points each Session. Dr. MCCALL.

Hours to be arranged with the instructor. The course may be entered at the beginning of either Session.

For description, see p. 51.

Education 414—Practicum. The Making of Elementary School Curricula. 4 points. Professor BONSER and Mrs. MOSSMAN.

Section I: W., 4.10-6 and conference hours to be arranged; Spring Session.

Section II: Th., 9-10.50 and conference hours to be arranged; Spring Session.

This course includes a study of principles underlying the development of elementary school curricula; a survey of social needs as a means of deriving standards for the selection of subject matter; the gradation of materials; the coordination of related subject matter making for economy in teaching; and application of principles in typical units of subject matter selected by students. An effort will be made to contribute a complete array of content, problems, and sources in at least one school subject. Field studies will be included as part of the work.

Students interested in country schools or schools or classes for special types of children should preferably enter Section II. Those wishing to begin work on a curriculum problem for the Winter Session should register for Education 411 and Education 411x.

Education 414B—Practicum. The Making of Elementary Rural School Curricula. 4 points. Professor BONSER and Mrs. MOSSMAN.

Th., 9-10.50, Spring Session.

For description, see p. 86.

Education 415-416—Normal School Curricula. 3 points each Session. Professor BAGLEY.

Tu. and Th. at 11.

Designed for graduate students who are planning to serve as teachers, supervisors, or administrators in institutions for the professional preparation of teachers.

A study will be made of the principles underlying the construction of curricula for teacher-training institutions, and of typical syllabi.

Education 417-418—Practicum in Normal School Administration. 4 points each Session. Professor BAGLEY.

Tu., 1.10-3.

For graduate students who are planning to do administrative or supervisory work in institutions for the professional preparation of teachers.

A study will be made of the organization, control, support, and management of typical normal schools and training schools.

Education 417x-418x—Experimental Teaching, Supervision and Field Work. Experimentation, actual supervision, investigation, readings and discussions. 3 points each Session. Miss DAY.

Hours to be arranged.

For description, see p. 52.

Education 431-432—Practicum. Current Problems in Supervision and the Training of Teachers of Young Children. Lectures, discussions, and reports, introductory to independent investigation. 4 points each Session. Professor HILL and Miss BROWN.

M., W., and F. at 10.

This course is planned for experienced teachers who are preparing for supervision or the training of teachers of young children. A critical study will be made of the best curricula in representative normal schools with a view to determining the balanced proportions of theory, observation, and practice, and the most educative presentation of the activities and materials to young women preparing for the teaching of young children.

Such practical problems of supervision as salaries, examinations, purchasing and distribution of materials, double session, the planning of hygienic rooms, sanitation, parents' classes and clubs, and teachers' study classes, will be studied, and a comparison made of the methods in representative systems observed and investigated.

Prerequisite or parallel: Education 435-436, 243-244, and 411.

Education 435-436—Critical Study of Curricula and Experiments in the Education of Young Children. Lectures, required readings, discussion, and investigation. 3 points each Session. Professor HILL and Miss BROWN.

M., W., and F. at 2.10.

Section I: For experienced teachers.

Section II: For students without experience in teaching.

Observation and investigation or demonstration required.

This course is to meet the needs of teachers in the kindergarten-primary field who wish to approach the problem from the experimental rather than the traditional point of view.

A study will be made of educational possibilities and curricula for the kindergarten-primary period in the light of present-day child study, and a comparison will be made with the conceptions of Froebel, his predecessors and successors. Representative curricula in use in kindergarten today will be critically studied together with those in process of making in experimental classes.

Education 485-486—Supervision of Instruction in the Secondary School. 3 points each Session. Professor BRIGGS.

S., 9-10.50.

This course will consider such professional duties of the high school principal as are involved in supervision. Among the topics to be discussed are: the selection of teachers, the improvement of the work of teachers in service, the basic principles of curriculum making, the formulating of programs, the selection of text-books, the classification of pupils and the grading of their work, provisions for individual differences, class management, the standards of judgment for teaching, supervised study, measuring the results of teaching, and surveys. The course is open to experienced and mature teachers, as well as to principals. It may be taken as a whole, or either Session may be elected separately.

Education 533-534—Seminar. Elementary Education. Professors McMURRY and BONSER.

Hours to be arranged.

The work of the seminar is the critical investigation of topics in connection with the dissertation work. Open only to candidates for the Doctor's degree.

For Summer Session courses, see page 98.

For Unit courses, see page 37.

For Diplomas in Supervision, see pages 30-31.

EDUCATIONAL AND SCHOOL HYGIENE

Biology 104—Biology in Education and Social Work. Lectures, readings, discussions, and laboratory demonstrations. 2 points. Professor BIGELOW and Miss STACKPOLE.

M. and W. at 3.10, Spring Session.

A course which presents the leading facts and generalizations of biology—especially of evolution, heredity, embryology, and general physiology—which have important bearings upon education and social work. Several lessons of the course will be devoted to a survey of social hygiene and sex-education.

Education 183-184—Educational Hygiene. Lectures, collateral reading, demonstration, and reports. 2 points each Session. Professor WOOD.

M. and W. at 2.10.

Education 183 takes up health education with special reference to the needs and work of teachers. This course deals with hygiene and sanitation, considering the range and distribution of the material in this field for the needs of the individual and as a basis of health instruction. In the professional side of the course, students prepare typical lessons for health teaching of various types and present some of these to the class in the form of practice teaching. Students have experience also in the preparation of courses of study in the field of health education.

Education 184 deals with various phases of school hygiene. The chief topics of the course are: the place and scope of school hygiene in education; the physical organization and comparative development of the child; health examinations of children; control of communicable diseases in schools; discovery and treatment of chronic health defects; school sanitation; the hygiene of instruction; principles of health education with a brief review of materials and methods taken up in detail in the Winter Session; physical education with discussion of the various types of motor activities involved in the physical education of children of different ages and different types; application of principles of hygiene and physical education in the special education of abnormal and exceptional children.

Education 187-188—Hygiene of Childhood and Adolescence, including Sex-Education. Lectures, reference reading, discussions, and reports. 2 points each Session. Professor WOOD.

Lecture, S. at 11.

Conference, S. at 12.

Education 187 deals with these topics: the principle of projected consciousness as applied in the nurture and education of children; brief review of organic evolution, heredity and prenatal influence; consideration of eugenics; application of biologic principles in care of infancy and childhood; relation of physical welfare to other values in the life of the child.

Education 188 deals with the following topics: significance and value of the lengthened period of immaturity in the human species; adolescent development with normal and abnormal characteristics; sex development with the direct and indirect influences upon the individual at various stages of growth; mental and emotional hygiene; education of the instincts and emotions; education for parenthood involving sex-hygiene and sex-education, with other factors.

For courses in Physical Education, see p. 95.

For Summer Session courses, see p. 105.

For Unit courses, see p. 37.

IV—THEORY AND PRACTICE OF TEACHING

Courses in this group are classified as follows:

METHODS OF TEACHING IN NORMAL SCHOOLS
METHODS OF TEACHING IN LOWER PRIMARY
METHODS OF TEACHING IN ELEMENTARY SCHOOLS
METHODS OF TEACHING IN SECONDARY SCHOOLS

GENERAL COURSES
BIOLOGY
ENGLISH
FRENCH AND SPANISH
GEOGRAPHY

GERMAN
HISTORY
LATIN
MATHEMATICS
PHYSICAL SCIENCE

METHODS OF TEACHING IN NORMAL SCHOOLS

Education 415-416—Normal School Curricula. 3 points each Session. Professor BAGLEY.

Tu. and Th. at 11.

Designed for graduate students who are planning to serve as teachers, supervisors, or administrators in institutions for the professional preparation of teachers.

A study will be made of the principles underlying the construction of curricula for teacher-training institutions, and of typical syllabi.

Education 417-418—Practicum in Normal School Administration. 4 points each Session. Professor BAGLEY.

Tu., 1.10-3.

For graduate students who are planning to do administrative or supervisory work in institutions for the professional preparation of teachers.

A study will be made of the organization, control, support, and management of typical normal schools and training schools.

Education 275-276—The Preparation of Rural Teachers. 2 points each Session. Miss CARNEY.

Tu. and Th. at 8 A.M.

For description, see p. 85.

Education 303-304—Practicum in Teaching Biological Sciences. 4 points each Session. Professors BIGELOW and BROADHURST.

Hours to be arranged.

For description, see p. 71.

Education 306A—The Teaching of English in Normal Schools. 3 points. Professor BAKER.

Tu. and Th. at 9, Spring Session.

For description, see p. 72.

Education 332A—The Teaching of History in Normal Schools. 3 points. Professor JOHNSON.

W. and F. at 3.10, Spring Session.

For description, see p. 77.

Education 397-398—Practicum in Physical Science. 4 points each Session. Professor WOODHULL.

S., 11-12.50.

For description, see p. 82.

For Summer Session courses, see page 98.

For Teachers College Diplomas see p. 30.

METHODS IN LOWER PRIMARY

(KINDERGARTEN—PRIMARY)

In order to unify the work of the kindergarten and the primary grades, the department of Kindergarten Education has been reorganized to embrace the field dealing with the education of children from four to eight years of age.

Education 55—Beginnings of Music for Young Children. 2 points.
Miss ROBINSON.

Tu. and Th. at 3.10, Winter Session.

This course is designed for those teachers who need a general knowledge of the elements of music for young children with methods of developing the same. Observation of practical work required.

Education 58—Historical and Critical Study of Froebelian Literature and Materials. Readings, discussions and practical work. 2 points. Miss ATKINSON and Miss BURKE.

Tu. and Th. at 3.10, Spring Session.

This course is for students who are unfamiliar with Froebelian theory and practice. A critical study will be made of the writings of Froebel and the educative materials he devised, testing them by the present-day conception of the nature and needs of young children.

Education 101—Play Materials in the Education of Young Children. 2 points. Miss GARRISON.

M. and W. at 4.10, Winter Session.

This course includes the selection and use of play materials such as toys, gymnasium apparatus, building blocks, Froebelian gifts and Montessori materials as substitutes for the traditional materials of the kindergarten and primary school. These materials are selected in relation to the developing child in the light of modern educational theory.

Education 103—Studies and Experiments with Materials Leading to the Fine Arts. Lectures, discussions, and practical work. 2 points. Miss BROWN.

M. and W. at 3.10, Winter Session.

A study will be made of the early manifestations of the art instinct together with the best methods of guiding these toward more purposeful and artistic ends, preserving the spontaneity of art and play through the use of the experimental method.

Practical work with clay, crayon, paint, paper, etc.

Education 104—Studies and Experiments with Play Materials Leading to the Industrial Arts. Lectures, discussions, and practical work. 2 points. Miss BROWN.

M. and W. 4.10-5.30, Spring Session.

A study will be made of the beginnings of the industrial arts with primitive people and with children as a means of understanding how to direct the play activities of childhood toward more productive and efficient results, preserving the experimental method of science and the spirit of art and play.

Practical work with clay, paper, cardboard, textile materials and wood.

Education 101A-102A—Dramatic Arts, Plays, Games, and Dances of Early Childhood. Lectures, required readings, and practical work. 1 point each Session. Miss BURKE.

S. at 11.

A study of games will be made from the genetic standpoint beginning with the early instinctive activities in which they originate, tracing their development from the informal game into the more highly organized and artistic traditional and dance forms.

The course includes a study of the theories of play, the playing of games, and practice in the construction of games for children in kindergarten and primary grades.

Education 101B-102B—Experimental Playground. Lectures, readings, observations, and discussions. 1 point each Session. Miss RANKIN.

S. at 9.

This course includes a study of the theories of play with lectures and discussions based on observations of an experimental playground where children between the ages of five and eleven are given opportunity for the free use of materials (wood, tools, sand, clay, apparatus, etc.).

The aim of this course is to show teachers in a practical way how the spontaneous play of children may naturally evolve into cooperative play and social life which is the outgrowth of a developing social consciousness and of community interests.

Education 109-110—Literature in the Primary School. Lectures, required readings, individual research, and reports. 2 points each Session. Miss MOORE.

S., 9-10.50.

A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and primary school. Folk and fairy tales, myths, fables, legends, realistic stories, literary wholes, rhymes and poetry will be considered. A careful classification of this material will be made according to its fitness for various ages and purposes.

Education 231-232—The Lower Primary School. Organization, equipment, curriculum and teaching methods. Lectures, required readings, observation and discussion. 2 points each Session. Miss MOORE.

Tu. and Th. at 9.

This course is especially designed for those who wish to make an intensive and practical study of problems common to the kindergarten and the primary school. Intended to prepare students to meet the present trend in the direction of a reorganization and unification of these two departments. Open to students experienced in either field.

Education 231X-232X—Experimental Teaching and Practice in Supervision in the Lower Primary School. Experimentation, teaching, supervision, and conference. 2 points each Session. Miss MOORE.

Hours to be arranged.

This course will usually require two consecutive hours in the forenoon every school day for five consecutive weeks. Students should advise with the instructor before registering for the course.

Open only to students who have had experience in both kindergarten and primary teaching, and intended for candidates for the diploma in lower primary supervision.

Education 233-234—The Family and the Community. Lectures, discussions and observations. 2 points each Session. Miss ATKINSON.

Tu. and Th. at 1.10.

This course aims to give teachers a fuller understanding of the importance of the family as a fundamental institution in the welfare and training of children.

The course includes: (1) the consideration of social and economic conditions which break down family life and handicap the school in training children for useful citizenship; (2) a study of social agencies which rehabilitate the family or protect and preserve its usefulness and efficiency.

Topics: Defective, dependent and delinquent children and institutions for their care; health, housing and recreation problems as related to physical, mental and moral welfare of the family; immigration and its effect on family life. Special consideration will be given to these problems as intensified by war.

Observations of new and progressive types of social work.

Education 235-236—Critical Study and Discussion of Observation, and Practice in the Teaching of Young Children. Observation, teaching, and conferences. 1 point each Session. Miss BROWN and Miss GARRISON.

F. at 3.10, with special hours assigned for observation, practice teaching, and conferences.

The aim of this course is twofold: first, to provide opportunities for and guidance of observation, together with a critical study of expert teaching; second, to direct practice teaching and guide students in the construction of their own lesson plans.

At least eight weeks of teaching will be required; a longer period may be necessary.

Education 431-432—Practicum. Current Problems in Supervision and the Training of Teachers of Young Children. Lectures, discussion and reports, introductory to independent investigation. 4 points each Session. Professor HILL and Miss BROWN.

M., W., and F. at 2.10.

This course is planned for experienced teachers who are preparing for supervision or the training of teachers of young children. A critical study will be made of the best curricula in representative normal schools with a view to determining the balanced proportions of theory, observation and practice, and the most educative presentation of the activities and materials to young women preparing for the teaching of young children.

Such practical problems of supervision as salaries, examinations, purchasing and distribution of materials, double session, the planning of hygienic rooms, sanitation, parents' classes and clubs, and teachers' study classes, will be studied, and a comparison made of the methods in representative systems observed and investigated.

Education 435-436—Critical Study of Curricula and Experiments in the Education of Young Children. Lectures, required readings, discussions, and investigation. 3 points each Session. Professor HILL and Miss BROWN.

M., W., and F. at 2.10.

Section I: For experienced teachers.

Section II: For students without experience in teaching.

Observation and investigation or demonstration required.

This course is to meet the needs of teachers in the kindergarten-primary field who wish to approach the problem from the experimental rather than the traditional point of view.

A study will be made of educational possibilities and curricula for the kindergarten-primary period in the light of present-day child study, and a comparison will be made with the conceptions of Froebel, his predecessors and successors. Representative curricula in use in kindergarten today will be critically studied together with those in process of making in experimental classes.

For Summer Session courses, see p. 98.

For Unit courses, see p. 37.

For Kindergarten and Lower Primary Diplomas, see p. 30.

METHODS IN ELEMENTARY SCHOOLS

Courses in the Supervision of Elementary Schools will be found under Group III on pages 56-60.

Education 109-110—Literature in the Primary School. Lectures, required readings, individual research, and reports. 2 points each Session. Miss MOORE.

S., 9-10.50.

A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and primary school. Folk and fairy tales, myths, fables, legends, realistic stories, literary wholes, rhymes and poetry will be considered. A careful classification of this material will be made according to its fitness for various ages and purposes.

Education 143-144—Industrial Arts for the Elementary Grades. 2 points each Session. Miss PATRICK.

Section I: M. and W., 2.10-4.

Section II: Tu. and Th., 9-10.50.

Section III: Tu. and Th., 3.10-5.

Section IV: S., 9-12.30.

This course deals with those typical forms of industrial arts work which are practical in the first six grades of the elementary school.

It aims to secure a method of instruction that will emphasize thinking about concrete objects with relation to industrial uses; the projects include simpler phases of weaving, sewing, clay-working, cookery, wood-, metal-, and paper-working. The application of design to these projects is cared for. The relations of nature-study, geography, history, art, literature and arithmetic to the course are considered.

Education 145-146—Teaching Industrial Arts in Elementary Schools. 2 points each Session. Mrs. MOSSMAN and Professor BONSER.

Tu. and Th. at 3.10.

The place of industrial arts in the elementary school; distinction between elementary industrial arts and secondary or vocational study of the industries; materials and processes in the transformation of foods, textiles, metals, wood, and other products which may be used in elementary school practice; the extent to which the development of skill should be expected in the elementary school; the relation of the industrial arts to the fine arts, to nature-study, geography, arithmetic, and to the other elementary school subjects; organization of courses of study; methods of study and presentation in the industrial arts; supervision of instruction in industrial arts in elementary schools.

Education 158A—The Teaching of Thrift, Savings, and Investment. 2 points. Mr. BRECKENRIDGE.

Tu. and Th. at 5.10, Spring Session.

For description, see p. 79.

Education 211-212—Theory and Practice of Teaching in Elementary Schools. Lectures, required reading, observation of lessons in the Horace Mann School and demonstration teaching. 3 points each Session. Professors BAKER, BIGELOW, JOHNSON, UPTON, MCFARLANE, and MADDOX.

Tu., Th., and F. at 10.

This course is concerned with: (1) the development and formulation of principles of general method; (2) the observation and discussion of lessons taught before the class with special reference to the principles involved. The heads of the several departments present the special methods in teaching geography, arithmetic, English, history, and nature-study. This work is paralleled by observation and discussion of lessons taught in these subjects.

Education 211X-212X—Experimental Education in the Elementary School. 2 points each Session. Dr. MCCALL.

Hours to be arranged with the instructor.

For description, see p. 51.

Education 213A—School Management. 3 points. Professor BAGLEY.

M. and W. at 5.10, Winter Session.

For description, see p. 56.

Education 214A—The Technique of Teaching. 3 points. Professor BAGLEY.

M., W., and F. at 11, Spring Session.

For description, see p. 56.

Education 211E—The Teaching and Supervision of Arithmetic in Elementary Schools and in the Junior High School. Lectures and discussions. 2 points. Professor UPTON.

Tu. and Th. at 5.10, Winter Session.

For description, see p. 80.

Education 215—Methods of Teaching in Special Classes. 2 points. Miss FARRELL.

S., 9-10.50, Winter Session.

For description, see p. 47.

Education 215x or 216x—Observation, Experimentation, and Teaching in Connection with Special Classes. 2 points either Session. Miss FARRELL, Professor BONSER and Dr. HOLLINGWORTH.

For description, see p. 51.

Education 217-218—Problems in Class Teaching in the Elementary School in Relation to Social Reconstruction. 2 points each Session. Miss DAY.

S., 11-12.50.

This course is planned for critic teachers, supervisors, and others who wish an intensive study of schoolroom activities. The course will consist in: (a) tracing the implications of modern educational theory for the control of class procedure; (b) investigating the effects of these theories upon practice, examining experimental evidence which bears on the educative outcome of such practice. Special attention will be given to society's demands upon the elementary teacher and pupil, in its future reconstruction; to social phases of the recitation; teaching children how to study; motivation, pupil activity, individuality; questioning; uses of books, pictures, materials; and lesson-plans.

Education 217x-218x—Experimental Teaching. Experimentation, teaching, readings, discussion, and conferences. 2 points each Session. Miss DAY.

Hours to be arranged.

For description, see p. 51.

Education 219-220—Methods of Teaching in the Elementary School. Lectures, readings, supervised observation, discussions. 2 points each Session. Miss MOORE.

Tu. and Th. at 10.

This course will deal with methods of teaching various subjects in the curriculum of the elementary school, together with a consideration of important aims and principles which influence method. Especial attention will be given to the teaching of reading, literature, language, composition and spelling in the first four grades.

Education 231-232—The Lower Primary School. Organization, equipment, curriculum and teaching methods. Lectures, required readings, observation and discussion. 2 points each Session. Miss MOORE.

Tu. and Th. at 9.

This course is especially designed for those who wish to make an intensive and practical study of problems common to the kindergarten and the primary school. Intended to prepare students to meet the present trend in the direction of a reorganization and unification of these two departments. Open to students experienced in either field.

Education 411—Criticism and Supervision of Instruction in the Elementary School, with Reference to the Making of a Curriculum. Lectures, required readings, reports, and discussions. 3 points. Professor McMURRY.

M., W., and F. at 9, Winter Session.

For description, see p. 57.

Education 411x—Practical Work on a Curriculum Problem. 1 point. Mrs. MOSSMAN.

Hour to be arranged, Winter Session.

For description, see p. 57.

Education 411A—Criticism and Supervision of Instruction in the Elementary School, with Special Reference to Methods of Study. Lectures, required readings, and discussions. 3 points. Professor McMURRY and Mr. HUNT.

M., W., and F. at 11, Winter Session.

For description, see p. 58.

Education 412x—Supervision of Instruction. Mr. HUNT. 3 points.

Hours to be arranged, Spring Session.

For description, see p. 58.

Education 411B-412B—Measurement and Experimentation in Elementary Education. 3 points each Session. Dr. MCCALL.

S., 9-10.50.

For description, see p. 51.

Education 414—Practicum. The Making of Elementary School Curricula. 4 points. Professor BONSER and Mrs. MOSSMAN.

Section I: W., 4.10-6 and conference hours to be arranged; Spring Session.

Section II: Th., 9-10.50 and conference hours to be arranged; Spring Session.

This course includes a study of principles underlying the development of elementary school curricula; a survey of social needs as a means of deriving standards for the selection of subject matter; the gradation of materials; the coordination of related subject matter making for economy in teaching; and application of principles in typical units of subject matter selected by students. An effort will be made to contribute a complete array of content, problems, and sources in at least one school subject. Field studies will be included as part of the work.

Students interested in country schools or schools or classes for special types of children should preferably enter Section II. Those wishing to begin work on a curriculum problem for the Winter Session should register for Education 411 and Education 411x.

Education 414B—Practicum. The Making of Elementary Rural School Curricula. 4 points. Professor BONSER and Mrs. MOSSMAN.

Th., 9-10.50, Spring Session.

For description, see p. 86.

Education 415-416—Normal School Curricula. 3 points each Session. Professor BAGLEY.

Tu. and Th. at 11.

For description, see p. 61.

Education 417-418—Practicum in Normal School Administration. 4 points each Session. Professor BAGLEY.

Tu., 1.10-3.

For description, see p. 61.

Education 417x-418x—Experimental Teaching, Supervision, and Field Work. Experimentation, actual supervision, investigation, readings and discussions. 3 points each Session. Miss DAY.

Hours to be arranged.

For description, see p. 52.

Education 458A—Psychology of the Elementary School Subjects. 3 points. Professor THORNDIKE and Dr. GATES.

M., W., and F. at 2.10, Spring Session.

For description, see p. 48.

Education 533-534—Seminar. Elementary Education. Professors McMURRY and BONSER.

Hours to be arranged.

For description, see p. 60.

For Summer Session courses, see page 99.

For Unit courses, see page 37.

For Diplomas in Elementary Education, see page 30.

METHODS IN SECONDARY SCHOOLS

GENERAL COURSES

Courses in the Administration and Supervision of Secondary Schools will be found under Group III on pages 53, 54, 59.

Education 205—The Administration of Public Secondary Schools. 2 points. Mr. ENGELHARDT.

Tu. and Th. at 10, Winter Session.

For description, see p. 53.

Education 205A-206A—Problems for Advisers of Women and Girls. 3 points each Session. Professors STEVENS, SNEDDEN and GOODSSELL, Miss DANIELL, and others.

Tu., Th., and F. at 2.10.

For description, see p. 54.

Education 252B—Psychology of Adolescence. 2 points. Dr. HOLLINGWORTH.

Tu. and Th. at 11, Spring Session.

For description, see p. 47.

Education 281—Conduct of the Recitation in Secondary Schools. 2 points. Professor STEVENS.

Section I: M. and W. at 2.10, Winter Session.

Section II: M. and W. at 4.10, Winter Session.

This course is given primarily for students who wish to become classroom teachers in secondary schools. It considers principles of teaching and problems of instruction to be met in a class-room. Such problems as the following will be considered: Teacher control, class control, selection of subject-matter that is purposeful for instruction, its organization into lessons, methods of presentation, analysis of stenographically reported lessons given by experienced teachers, observation of classes at work, etc.

In order to meet the requirements for a Teachers College diploma in a secondary academic subject, students without experience in teaching must register for Education 281 (Winter Session), and also for Education 283 (if they wish to do their practical work in the Winter Session) or Education 284 (if they wish to do it in the Spring Session).*

Education 282—Conduct of the Recitation in Secondary Schools. 2 points. Professor STEVENS.

S., 9-10.50, Spring Session.

(Not given, 1918-1919.)

This course is a repetition of Education 281 for students entering college at the beginning of the Spring Session.

Education 283—Supervised Observation and Teaching. 2 points. Professor STEVENS, Mrs. BENTON, and Mr. MORRISON.

F. at 4.10, Winter Session.

Supervised observation, practice teaching, or experimental work in city or suburban schools. The course is repeated as Education 284 in the Spring Session.*

*Students expecting to satisfy the requirements of the Department of Education of the State of New York should consult in advance with Professor Stevens.

Education 284—Supervised Observation and Teaching. 2 points.
 Mrs. BENTON and Mr. MORRISON.
 F. at 4.10, Spring Session.

This course is a repetition of Education 283. Students desiring both Education 283 and 284 must secure the consent of their advisers before registration. Students from foreign fields desiring to become familiar with the operations of American secondary schools must register for Education 281 and Education 284.*

Education 283A-284A—Methods of Teaching Secondary Academic Subjects. 3 points each Session. Professors LODGE, BAGSTER-COLLINS, WOODHULL, BIGELOW, MCFARLANE, JOHNSON, BAKER, SMITH, UPTON, and KELLEY.

Tu. and Th. at 5.10, and a third hour to be arranged.

A course designed to give superintendents, principals, and teachers a survey of the entire curriculum of the secondary school—subject-matter, text-books, and methods of teaching—with a view to establishing greater unity in the aims and methods of a school.

Education 285—The Curriculum of the Secondary School. 2 points. Professor STEVENS.

F., 1.10-3, Winter Session.

(Not given, 1918-1919.)

A course designed to consider the history and development of the curriculum of the secondary school, the determining factors in the making of curricula in the past, educational principles to be considered in curriculum making in the present; study of typical curricula in the light of these principles; construction of curricula with attention to principles underlying the selection of subject-matter for the courses of study.

Education 287—The Organization of Secondary Education: a Survey. 2 points. Professor BRIGGS.

M. and W. at 9, Winter Session.

The high school of the nineteenth century and that of today; the legal status; influences of traditions, of state departments of education, of higher institutions, of associations of secondary schools and colleges; plans for articulating with elementary schools; types of secondary schools—the cosmopolitan, the technical, the commercial, etc.; city, village, and rural secondary schools; afternoon, evening, and summer sessions; current demands on secondary education and means for satisfying them; recent tendencies and their exemplification in typical modern high schools.

Education 288—Organization and Administration of the Junior High School. 2 points. Professor BRIGGS.

M. and W. at 9, Spring Session.

Causes of dissatisfaction with the present organization of schools; definitions and history of the junior high school, approximations in various parts of the country, buildings and equipment, the teaching staff, comparative costs, provisions for individual differences, articulation with the lower and the higher schools, curricula and courses of study, social administration, and results achieved.

Education 290—Social Organization and Control of the Secondary School. 2 points. Professor STEVENS.

(Not given, 1918-1919.)

Education 428—Historical and Comparative Study of the Problems of Secondary Education. 3 points. Dr. KANDEL.

Tu. and Th. at 10, Spring Session.

For description, see p. 43.

Education 458B—Psychology of the Secondary School Subjects. 3 points. Professor RUGER.

M. and W. at 11, Spring Session.

For description, see p. 48.

* Students expecting to satisfy the requirements of the Department of Education of the State of New York should consult in advance with Professor Stevens.

Education 485-486—Supervision of Instruction in the Secondary School. 3 points each Session. Professor BRIGGS.
S., 9-10.50.

This course will consider such professional duties of the high school principal as are involved in supervision. Among the topics to be discussed are: the selection of teachers, the improvement of the work of teachers in service, the basic principles of curriculum making, the formulating of programs, the selection of text-books, the classification of pupils and the grading of their work, provisions for individual differences, class management, the standards of judgment for teaching, supervised study, measuring the results of teaching, and surveys. The course is open to experienced and mature teachers as well as to principals. It may be taken as a whole or either session may be elected separately.

Education 487-488—Practicum. The Survey of Secondary Schools, including Field Work. 4 points each Session. Professor BRIGGS and Dr. FRETWELL.
F., 4.10-6.

This course will analyze first of all the activities of the secondary school, with especial attention to those the results of which are at present measurable. Next it will study the reports of school surveys in so far as they deal with secondary education, considering the validity of the methods used, the technique of measuring results, the interpretation of the data secured, and the use of them in supervision, administration, and reorganization of the high school. An attempt will be made to devise a program that can be economically used by a principal in surveying his own school. Finally, in the second semester, the members of the course will do active field work, applying the survey to one or more high schools.

Education 489-490—Practicum. Experimental and Statistical Problems in Secondary Education. 4 points each Session. Professors BRIGGS and KELLEY.
W., 4.10-6.

This course will consider such selected problems of secondary schools as lend themselves to experimental study. After a critical review of published reports, students will be required to make some studies of their own, especially in schools that near-by communities have opened for their use.

Education 587-588—Seminar. Professor BRIGGS. Hours to be arranged.

The seminar in secondary education is designed only for candidates for the Doctor's degree who have a major in secondary education.

For Summer Session courses, see page 99.

For Unit courses, see page 37.

For Diplomas in Secondary Education, see pages 30-31.

BIOLOGY

Biology 104—Biology in Education and Social Work. 2 points. Professor BIGELOW and Miss STACKPOLE.
M. and W. at 3.10, Spring Session.

A course which presents the leading facts and generalizations of biology—especially of evolution, heredity, embryology, and general physiology—which have important bearings upon education and social work. Several lessons of the course will be devoted to a survey of social hygiene and sex-education.

Education 105-106—Teaching of Nature-Study. 2 points each Session. Professors BIGELOW and BROADHURST and Miss STACKPOLE.
Subject-matter: M. and W., 3.10-5, both Sessions.
Methods: Tu. and Th. at 10, first five weeks of Spring Session.

This course is designed for students who expect to become special teachers or directors of nature-study. It deals with the educational bearings, materials, and methods of general nature-study, biological and physical, for elementary schools. Special work may be arranged at Brooklyn Botanic Gardens and elsewhere for practical work in school-gardening.

Education 301—Teaching of Biological Sciences in Secondary Schools. Lectures, readings, and practical work. 3 points. Professors BIGELOW and BROADHURST.

Th., 3.10-5, Winter Session.

Instructors should be consulted before registration and time for outside work arranged.

The aims, fundamental principles, materials, and methods of high-school biology, including botany, zoology, and human physiology; its relations to nature-study in elementary schools.

Prerequisite: At least 18 points of biological sciences.

Education 302A—The Organization of Science in the High School. 3 points. Professor CALDWELL.

W., 4.10-6, Spring Session.

For description, see p. 82.

Education 303-304—Practicum in Teaching Biological Sciences. 4 points each Session. Professors BIGELOW and BROADHURST.

Hours must be arranged with instructors before registration.

Open only to students with extensive experience in teaching science. A study of the larger problems connected with teaching biological sciences in secondary and normal schools. Students with previous preparation in nature-study may give especial attention to nature-study and elementary agriculture for normal or lower schools.

Biology 253-254—Advanced Bacteriology Applied to Practical Arts. 4 points each Session. Professor BROADHURST.

Instructor must be consulted before registration.

For description see announcement of the School of Practical Arts.

U27—Social Hygiene and Sex-Education. Professor BIGELOW, Miss STACKPOLE, and special lectures. See Announcement of School of Practical Arts.

U28—Heredity and Eugenics. Professor BIGELOW.

M. and W. at 1.10, first five weeks, Spring Session.

U101—Elementary Facts of Embryology and Sex Physiology. Open to women who do not take Biology 4x. Miss STACKPOLE.

M. at 5.10, first ten weeks, Spring Session.

U64—The Teaching of Nature-Study in the Elementary School. Professor BIGELOW and Mr. FINLEY.

Tu. and Th. at 10, Feb. 4 to March 9.

NOTE.—For courses in the subject-matter of Biology see the Announcements of the School of Practical Arts, of Barnard College, and of the University Division of Biology. Many biological courses in other parts of the University are open to qualified students of the School of Education.

For Summer Session courses, see page 100.

For Unit courses, see page 37.

For Diplomas in Biology, see page 30.

ENGLISH

Education 107—Teaching English to Foreigners. 2 points. Miss DILLER.

S., 9-10.50, Winter Session.

A. study in Americanization through language. The course will deal with the more evident language difficulties of foreigners, both children and adults, in our day and evening schools, and also of adults in industry.

Selection of subject-matter for English lessons, methods of instruction, criticism of textbooks, lesson plans and class management will be considered, and there will be opportunity for observation, and for teaching foreign classes in the city.

Attention will be given to the problems of teaching English in foreign lands.

Education 109-110—Literature in the Primary School. Lectures, required readings, individual research, and reports. 2 points each Session. Miss MOORE.

S., 9-10.50.

A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and primary school. Folk and fairy tales, myths, fables, legends, realistic stories, literary wholes, rhymes and poetry will be considered. A careful classification of this material will be made according to its fitness for various ages and purposes.

Education 305-306—The Teaching of English in Secondary Schools. Lectures, readings, written work, observation, and practical work. 3 points each Session. Professor BAKER.

Tu. and Th. at 11.

Students without experience in teaching should arrange with the instructor for their practical work at registration time.

This course consists of: (a) lectures and papers on the choice, interpretation, arrangement, and presentation of material; (b) study of methods of teaching English; and (c) practical work in neighboring schools.

Education 306A—The Teaching of English in Normal Schools. 3 points. Professor BAKER.

Tu. and Th. at 9, Spring Session.

A course in preparation for teaching English in normal schools, including (a) critical study of elementary English, and (b) the teaching of English to graduates of high schools.

Education 307-308—Practicum in the Teaching of English in Secondary Schools. 4 points each Session. Professor BAKER.

F., 10-11.50.

A course of lectures, readings, and discussions; advanced study of certain material, with special reference to courses of study, the relation of English to other studies in the curriculum, and the historical development of the subject.

Education 307C-308C—Practicum. Professional Problems in the Teaching of English in Secondary Schools. 4 points each Session. Professor ABBOTT.

S., 11-12.50.

The course will deal with the application to the teaching of English of current educational theory regarding social aims and values, community needs and resources, class-room procedure, determination of minimum essentials, and measurement of attainment.

Limited to students of approved scholarship and experience.

Education 309—The College Teaching of Composition. 3 points. Professor BALDWIN.

Tu. and Th. at 2.10, Winter Session.

Survey of scope, analysis of typical courses, methods, and themes.

NOTE: This course appears in the Announcement of the Division of Modern Languages and Literatures as English 203; but students who are candidates for the Teachers College diploma in connection with the A.M. degree and who wish this course to count as one of the six courses required in Teachers College (see page 25) must register for the course as Education 309.

Education 310—The Development of the Theory of Composition. 3 points. Professor BALDWIN.

Tu. and Th. at 2.10, Spring Session.

The classical tradition of rhetoric and of poetic and its development in education and in criticism.

NOTE: This course appears in the Announcement of the Division of Modern Languages and Literatures as English 204; but students who are candidates for the Teachers' College diploma in connection with the A.M. degree and who wish this course to count as one of the six courses required in Teachers College (see page 25) must register for the course as Education 310.

Education 309A-310A—Principles of English Usage. 3 points each Session. Professor KRAPP.
(*Not given, 1918-1919.*)

Consideration will be given in this course mainly to the principles under which instances of divided use in modern English may be grouped. (This course appears in the Announcement of the Division of Modern Languages as English 205-206.)

For a full description of the following courses, see the Announcement of the School of Practical Arts.

English 71-72—Nineteenth Century Writers. Recitations, conferences, and reports. 2 points each Session. Professor BAKER and Miss HILL.

Tu. and Th. at 2.10.

English 75-76—Typical Forms of Literature. Lectures, discussions, reports and assigned readings. 2 points each Session. Professor ABBOTT and Miss DILLER.

M. and W. at 4.10.

English 77-78—American Literature. Lectures, discussions, reports and assigned readings. 2 points each Session. Dr. COOK.

Tu. and Th. at 3.10.

U33—The Teaching of English Language and Literature in the Secondary School. Professor BAKER.

Tu. and Th. at 5.10; December 9 to January 25.

U62—The Teaching of English Language and Literature in the Elementary School. Professor BAKER.

Tu. and Th. at 10; November 4 to December 7.

For Summer Session courses, see page 101.

For Unit courses, see page 37.

For Diplomas in English, see page 30.

Attention is also called to related courses in English and Comparative Literature given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Modern Languages and Literatures, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

FRENCH AND SPANISH

French 53-54—Educational French. 2 points each Session.

Hours to be arranged.

This course is designed for students with some knowledge of French who wish to acquire the ability to read the language in the special field of education. Candidates for the degree of Doctor of Philosophy with a major in education should be able to meet the requirements in French upon the completion of this course.

Not credited toward a higher degree.

Education 119-120—Methods of Teaching Conversational French and French Pronunciation. 1 point each Session. Dr. CLARK.

S. at 11.

Not credited as a course unless both semesters are completed.

This course is designed to show teachers of French how to obtain good results in teaching American pupils. The course also aims to show teachers how to perfect their own French pronunciation and conversational ability.

Education 317-318—The Teaching of French and Spanish in Secondary Schools. Lectures, essays, discussions, reports of observation, and practical work. 3 points each Session. Dr. CLARK.
S., 9-10.50.

This course aims to organize the various kinds of knowledge necessary for teaching French and Spanish in secondary schools. It deals with the subject-matter and with the apparatus of modern language teaching. Methods, textbooks, pronunciation, conversation, grammar, history, literature, pictures, and charts form the chief topics of study.

Education 129—Phonetics. Lectures and recitations. 3 points.
Professor BAGSTER-COLLINS.

Tu. and Th. at 4.10, Winter Session.

For description, see p. 76.

U32—The Teaching of Modern Languages in the Secondary School. Professor BAGSTER-COLLINS and Dr. CLARK.

Tu. and Th. at 5.10; November 4 to December 7.

NOTE—For hours and description of preliminary courses in French, see Announcement of the School of Practical Arts.

For Summer Session courses, see page 101.

For Unit courses, see page 37.

For Diploma in French, see page 30.

Attention is also called to related courses in French and Romance Philology given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Modern Languages and Literatures, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

GEOGRAPHY

Geography 105-106—Industrial and Commercial Geography. Lectures and laboratory work. 2 points each Session. Professor McFARLANE and Dr. LOBECK.

M. and W. at 4.10.

The first part of the course will deal with the distribution of raw materials, the laws of commerce, and the world highways. The second part will consist of a detailed study of the leading commercial nations of the world, with especial emphasis upon the commerce of the United States. Smith's Industrial and Commercial Geography and assigned readings.

Geography 107—The Drawing of Block Diagrams. Lectures and laboratory work. 1 point. Dr. LOBECK.

Tu. at 5.10, Winter Session.

The object of this course is to develop ability in the representation of land forms by means of block diagrams. Physiographic features will be treated as simple geometrical objects to which the principles of perspective drawing may be readily applied.

The course is intended for teachers who wish to make their work more effective and interesting.

Education 321-322—The Teaching of Geography in Secondary Schools. Lectures, discussions, and laboratory work. 3 points each Session. Professor McFARLANE.

M. and W. at 1.10.

Practical work must be arranged with the instructor before registration.

The first part of the course deals with the subject matter usually included in the geography courses of secondary schools. The second part of the course takes up the problems of teaching geography in secondary schools.

Education 321A-322A—The Teaching of Physiography in High Schools. Lectures and laboratory work. 3 points each Session. Dr. LOBECK.

S., 9-10.50, and laboratory hours to be arranged with the instructor.

A systematic development of the principles of physiography. The subject-matter will be used in presenting appropriate methods of teaching the subject in secondary schools. The laboratory work may be replaced by field trips during the autumn and spring.

Education 323-324—Regional Geography. Lectures and laboratory work. 3 points each Session. Dr. LOBECK.

Tu. and Th. at 4.10, and laboratory hours to be arranged with the instructor.

The physical conditions and features on the globe as a basis for understanding the adjustment of people to the land. Brief review of the systematic side of the subject, movements of the atmosphere and of the ocean and the origin of the surface features of the earth.

The climatic regions and physical features of the continents are studied with a view to explaining the distribution of population, the boundaries of nations, the location of cities, and the physical control of commerce and industries.

The course provides a fundamental basis for those doing work in geography, history, and commercial and industrial subjects.

Education 302A—The Organization of Science in the High School. 3 points. Professor CALDWELL.

W., 4.10-6, Spring Session.

For description, see p. 82.

U65—The Teaching of Geography in the Elementary School. Professor McFARLANE.

Tu. and Th. at 10; March 10 to April 12.

For Summer Session courses, see page 101.

For Unit courses, see page 37.

For Diplomas in Geography, see pages 30-31.

Attention is also called to related courses in Geology given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Geology, Geography and Mineralogy, which may be had on application to the Secretary of Teachers College or the Secretary of the University.

GERMAN

German 53-54—Educational German. 2 points each Session. Professor BAGSTER-COLLINS.

Tu. and Th. at 1.10.

This is an introductory course intended for students with some knowledge of German who wish to acquire the ability to read the language in the special field of education. The Spring Session may be taken separately by students whose previous knowledge of the language is satisfactory to the instructor. Candidates for the degree of Doctor of Philosophy, having education as their major subject, should be able to meet the requirements in German for the degree upon the completion of this course.

Not credited toward a higher degree.

German 144—Modern German Syntax. Lectures, discussions, and reports. 2 points. Professor BAGSTER-COLLINS.

Tu. and Th. at 4.10, Spring Session.

This course is planned to give a detailed account of a number of the more important topics of modern German syntax. They are treated historically in so far as is necessary for a better understanding of usage of the present day. Representative texts used in high schools and colleges furnish the material for critical study.

Education 125-126—German in Secondary Schools, Study of Material. Lectures, recitations, and papers. 3 points each Session. Professor BAGSTER-COLLINS.

M., W., and Th. at 11.

This is a subject-matter course for prospective teachers of German. It aims to organize the various kinds of knowledge necessary for teaching German in secondary schools. Accidence and syntax, composition, class-room conversation, and typical texts used in secondary work, form the chief topics for study.

Education 129 (German 141)—Phonetics. Lectures and recitations. 3 points. Professor BAGSTER-COLLINS.

Tu. and Th. at 4.10, Winter Session.

This is an introductory course for the study of German speech sounds. The discussion is based upon the study of English sounds; hence the course is also of value to teachers of English, or students of linguistics in general.

Education 327-328—The Teaching of German in Secondary Schools. Lectures, discussions, reports, and practical work. 3 points each Session. Professor BAGSTER-COLLINS.

M. and W. at 3.10.

This course deals with the general principles underlying the teaching of living languages, with the special educational value of German, with methods and theories of teaching, and with the organization of German instruction in secondary schools.

Education 329-330—Practicum. 4 points each Session. Professor BAGSTER-COLLINS.

M., 4.10-6.

This course will offer advanced students opportunities for investigating special problems in the organization and teaching of German in elementary and secondary schools.

Prerequisite or parallel: Education-327-328.

U32—The Teaching of Modern Languages in the Secondary School. Professor BAGSTER-COLLINS and Dr. CLARK.

Tu. and Th. at 5.10; November 4 to December 7.

NOTE.—For preliminary courses in German, see Announcement of School of Practical Arts.

For Summer Session courses, see page 102.

For Unit courses, see page 37.

For Diplomas in German, see page 31.

Attention is also called to related courses in German given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Modern Languages and Literatures, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

HISTORY

Education 331—The Teaching of History in Secondary Schools. 3 points. Professor JOHNSON.

M. and W. at 4.10, Winter Session.

The course includes a brief survey of present conditions of history teaching in Europe and in the United States and a detailed study of the special materials and special modes of presentation that seem best adapted to American schools.

Education 332—The History of School Instruction in History. 3 points. Professor JOHNSON.

M. and W. at 4.10, Spring Session.

The aim of this course is to explain the development of present conditions of history teaching in Europe and in the United States and to furnish standards by which to judge progress in current discussions.

Education 332A—The Teaching of History in Normal Schools. 3 points. Professor JOHNSON.

W. and F. at 3.10, Spring Session.

Three aspects of the problem are considered: (1) the organization and supervision of history in practice or observation schools; (2) the normal school course in methods of teaching history; and (3) the course in history, and the methods of instruction, suitable for the preparation of teachers of history.

Education 331 and 332 are recommended as an introduction to this course.

Education 211C—Illustrative Lessons in History. 2 points. Professor JOHNSON.

M., W., and F. at 10, Winter Session.

The purpose of these lessons is to test principles and ideals set forth in Education 331. The class will be a senior class in the Horace Mann High School.

Education 211D—Illustrative Lessons in Government. 2 points. Professor JOHNSON.

Tu. and Th. at 10, and a conference hour to be arranged, Winter Session.

With the lessons as a basis the conference hour will be devoted to a discussion of the teaching of government in secondary schools.

Education 333-334—Practicum. The Literature of American History. 4 points each Session. Professor JOHNSON.

F., 4.10-6.

A general survey of the field with practical exercises in bibliography, criticism, and construction. Special attention is given to materials and problems suitable for use in school.

History 345-346—Social and Industrial History of the United States. 3 points each Session. Professor GAMBRILL.

M. and W. at 2.10.

The purpose of the course is to study the origins and development of current social and industrial conditions in the United States, with special reference to changing problems in education and social reform. After a preliminary survey, from the world point of view, of the expansion of Europe over-seas, the commercial Revolution and the Industrial Revolution, such topics are dealt with as the social origins and industrial and institutional beginnings of the American people; influence of varied and abundant natural resources and of great areas of cheap land; progress of agriculture; effects upon society of the advent of the age of invention, machinery, and applied science; rise and inter-relations of great industries, growth of capitalism and industrial combination; organization of labor and struggle of the workers for advancement; race problems; changing status of women; proposals and experiments in social reform.

Not open to students who have taken the undergraduate History B2.

NOTE—For preliminary courses in History, see Announcement of School of Practical Arts.

U36—The Teaching of History in Secondary Schools. Professor JOHNSON.

Tu. and Th. at 5.10; April 14 to May 17.

U66—The Teaching of History in Elementary Schools. Professor JOHNSON.

Tu. and Th. at 10; April 14 to May 17.

For Summer Session courses, see page 102.

For Unit courses, see page 37.

For Diplomas in History, see page 31.

Attention is also called to related courses in History and Sociology given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of History, Economics and Public Law, which may be had on application to the Secretary of Teachers College or the Secretary of the University.

LATIN

Education 151-152—The Teaching of Latin in Secondary Schools. Lectures, reports, and practical work. 2 points each Session. Professor LODGE.

M. and W. at 3.10.

Practical work must be arranged with the instructor before registration.

The course is divided as follows: (a) Systematic study of the Latin syntax, exercises in translation, enunciation, and use of Latin in the class room. (b) Lectures on the principles of Latin pronunciation, prosody, and other matters connected with the teaching of Latin, such as the selection and arrangement of materials in a course of study and the like. Students without experience in teaching must supplement the course by thirty hours' practical work in the Horace Mann School or elsewhere. See Education 283 p. 68.

Education 351-352—Practicum in Latin—Cæsar and Vergil. Lectures, interpretations, and reports. 4 points each Session. Professor LODGE.

Tu. and Th. at 9.

A critical and exegetical study of selected portions of the *De Bello Gallico* during the first half-year, and of the *Æneid* during the second. The course is conducted, in a general way, after the manner of a seminar. Special exercises in translation and interpretation are required of the students, and a thorough study of all the helps to the teaching of the authors is insisted upon.

Education 521-522—Problems in Latin Syntax. Lectures and reports. 4 points each Session. Professor LODGE.

Hours to be arranged.

A registration of four students is required.

The development of syntactical theory is traced from the views of the Greek philosophers and grammarians, through the Latin grammarians and the scholars of the Renaissance, to the most recent discussions. Then the results of comparative philology and historical syntax are employed to show, as far as possible, the fundamental conceptions of syntactical usage; and an attempt is made to organize and explain the phenomena of the language as they appear in the literary monuments. Open only to candidates for the Doctor's degree with a major in education.

Prerequisite: Education 351-352.

Latin 211-212—Latin Vocabulary and Conversation. 2 points each Session. Professor LODGE.

Tu. and Th. at 10.

The work of the Winter Session is devoted to a systematic study of the Latin vocabulary, the formation of words, their relative importance for the teaching as well as for the use of English. Certain selections from Latin prose and poetry will be read to demonstrate how pupils should be led to deduce the meaning of the word from its formation and the context, and suggestions will be given as to methods of teaching vocabulary in high schools.

The work of the Spring Session is intended to provide practice in speaking Latin with a view primarily to the use of Latin in oral teaching. During part of the time selections from Latin literature, mainly Plautus, Terence, and Seneca's plays will be read and discussed; at other times definite topics will be assigned which the class will be expected to treat. As a rule the language used in discussion and translation will be Latin.

U34—The Teaching of Latin in the Secondary School. Professor LODGE.

Tu. and Th. at 5.10; February 3 to March 8.

For Summer Session courses, see page 102.

For Unit courses, see page 37.

For Diplomas in Latin, see page 31.

Attention is also called to related courses in Latin given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Ancient and Oriental Languages, which may be had on application to the Secretary of Teachers College or the Secretary of the University.

MATHEMATICS

Education 157—Current Questions in the Teaching of Secondary Mathematics. 2 points. Professors SMITH and UPTON, and Mr. BRECKENRIDGE.

S., 9-10.50, Winter Session.

A course intended primarily for heads of mathematics departments, experienced teachers of mathematics, superintendents, principals of high schools, supervisors, and others who have or expect to have the direction of the teaching of secondary school subjects. The purpose is to consider from the standpoint of the school administrator and the director of mathematics departments various current questions relating to the teaching of mathematics, particularly those which are raised by the present world condition. The following general topics will be discussed:

Professor Smith will consider (1) General purposes in the teaching of mathematics; (2) General nature of the mathematics curriculum of the first twelve school years; (3) Mathematics of the Junior High School; (4) General courses in mathematics in the Senior High School; (5) Influence of the war upon such questions as that of the teaching of the metric system.

Professor Upton will consider (1) Types of material for the vitalization of the present curriculum; (2) Differentiation of courses in the Senior High School for several types of schools such as the commercial high school, the manual training high school, and high schools for girls; (3) The function concept and the graph as fundamental material of the newer type in secondary mathematics; (4) Recent scientific methods of testing ability and progress in secondary mathematics; (5) Typical experimental work in the teaching of mathematics.

Mr. Breckenridge will consider (1) The treatment of the mathematics of warfare in secondary schools; (2) Modern features of industrial and commercial mathematics, including the use of instruments; (3) Judging a teacher of mathematics with constructive suggestions for assisting new teachers; (4) Available features of the project method in beginning algebra; (5) Administration of a mathematics department; organization and efficiency.

Education 158A—The Teaching of Thrift, Savings, and Investment. 2 points. Mr. BRECKENRIDGE.

Tu. and Th. at 5.10, Spring Session.

This course is intended for teachers in elementary and secondary schools, in vocational schools, and in schools maintained by large stores and industrial establishments. It is also intended for both men and women who need a practical course in economics and in personal savings and investments.

The course will include a study of the methods of presenting thrift in the schools in connection with the various school subjects, especially in the classes in arithmetic and in high school mathematics; a study of the United States Government campaign for War Savings and Thrift, the organization of War Savings Clubs, the several issues of Liberty Bonds; the various agencies for promoting thrift through saving money such as the savings bank, postal savings, building and loan associations, cooperative banks; the methods of conducting a bank account; the question of habit formation in relation to savings; the methods of investing money such as real estate, stocks, bonds, with a study of the relative desirability, safety and yield of the several types of investment securities; thrift through economical buying by taking advantage of various forms of cash and trade discounts; thrift in borrowing money so as to avoid excessive interest rates, including borrowing from banks, loan societies, the Morris plan, loan sharks; thrift through provision for emergencies, and for old age by means of life insurance, endowment insurance, health and accident insurance, annuities, and life incomes.

No special preparation in mathematics is needed on the part of those who take the course. For undergraduates this course may count as mathematics or as science in the satisfaction of the requirement for the B.S. degree.

Education 159-160—The Teaching of Applied Mathematics. Lectures, discussions, and practical work. 2 points each Session. Mr. BRECKENRIDGE.

S., 11-12.50.

Practical work must be arranged with the instructor at registration.

For teachers of mathematics or mechanic arts in technical, trade, or academic schools. The course includes the use of the transit and level; theory and field practice in problems in surveying that can be used in secondary schools; the use of the slide rule, planimeter, integrator, and sextant; a study of graphs as practical aids; the theory of approximation and errors; and the use of the micrometer and vernier. Consideration is given to the teaching of practical problems selected according to the needs of the student from such subjects as the following:

rough lumber, general construction, forestry methods in heights of trees, house building, pulleys, belts, and speeds; pattern making and foundry work, cutting speed and feed, tapers, thread proportions, gearing for screw cutting, indexing, gear proportions and spirals, automobile work, agriculture, and such war problems as range finding. A serious study is made of genuine applied problems, of the history of the teaching of mathematics in industrial schools both in America and in Europe, and of the present organizations of courses and methods of teaching applied mathematics in industrial and technical schools of secondary grade.

Education 211E—The Teaching and Supervision of Arithmetic in Elementary Schools and in the Junior High School. 2 points. Professor UPTON.

Tu. and Th. at 5.10, Winter Session.

This course treats of the modern methods of teaching arithmetic in the eight grades of the elementary school. Such topics as the following will be treated: the development of addition and multiplication tables; the various methods of treating subtraction; habit formation in its relation to the learning of the fundamental operations; the question of drill; fractions and decimals; ratio; mensuration; percentage and interest; the use of the equation; bank, trade, and commercial discounts; the work of the modern bank; the clearing house; modern commercial paper, its forms and its uses; stocks, bonds, and other investment securities; the stock exchange; domestic and foreign exchange; fire, accident, and health insurance; modern life insurance and the standard forms of policies; annuities and other applications of arithmetic in modern business life. The aim throughout is to show how to relate arithmetic to the child's everyday life and to his future needs, and how to provide for motivation. Attention will also be given to modern psychological investigations and experiments relating to the teaching of arithmetic and to the methods of measuring progress and attainment in arithmetic by such tests as those of Courtis, Stone, Woody and others.

The course aims to take up the various problems confronting the supervisor of arithmetic, including the course of study and the selection of appropriate subject matter for it.

Curricula in mathematics for the junior high school will also be considered.

• **Education 357—The Teaching of Algebra in Secondary Schools.** 3 points. Mr. BRECKENRIDGE.

Tu. and Th. at 4.10, Winter Session.

It is the purpose of this course to present the best modern practice in America and abroad in the teaching of algebra. The tendencies in the shaping of algebra to meet the needs of all classes of people are explained and discussed. It is also the purpose of the course to consider the present curriculum in this country and the reasonable chances of improving the work in the immediate future. The question of the management of a department of mathematics in a high school or normal school is also considered, including a study of the bases for judging a teacher's work.

Education 358—The Teaching of Geometry in Secondary Schools. 3 points. Professor UPTON.

Tu. and Th. at 4.10, Spring Session.

This course aims to present the best modern practice in America and abroad, in the teaching of geometry. It includes such topics as the introduction to geometry, geometric drawing, applications of geometry in life about us, the foundations of geometry, the nature and types of geometric reasoning, geometric proof and its relations to reasoning in other fields, systematic methods of attacking exercises, typical methods of presenting geometry, the current tendencies in subject matter with specimens of the best American and European curricula, the fusion of algebra and geometry, typical modern experiments to improve the teaching of geometry, the measurement of the results of geometric study, the use of models and measuring instruments, the teaching of trigonometry, the high school mathematics library, and the mathematics club. The adaptation of geometric subject matter to the needs of the Junior High School will also be discussed.

In connection with the work in methods there will be opportunity for observation of actual teaching in high school geometry, especially in classes where the newer methods are being tried.

Education 359-360—Practicum in the Teaching of Mathematics. 4 points each Session. Professor SMITH.

M. and W. at 3.10.

Discussion of special problems of mathematical education, such as the theories of teaching the science, the development and present status of the methods of

attacking problems considered in the light of modern mathematics, the various methods of treating certain topics in the secondary school and in the college. The work is largely individual, after the manner of a seminar. Special attention will be given to a study of the junior high school and the senior high school, including the question of required and elective mathematics.

Education 557-558—Seminar in the Teaching of Mathematics. Professor SMITH.

Hours to be arranged.

Prerequisite: Education 359-360.

Mathematics 31-32—Industrial Mathematics. 2 points each Session. Mr. BRECKENRIDGE.
S., 11-12.50.

For description, see Announcement of the School of Practical Arts. This is an undergraduate course. Graduate students desiring work in this field should elect Education 159-160.

Mathematics 351-352—History of Mathematics. Lectures and collateral reading. 3 points each Session. Professor SMITH.
M. and W. at 4.10.

This course is designed to give a general view of the historical development of the elementary branches of mathematics—arithmetic, algebra, synthetic and analytic geometry, trigonometry, and the differential and integral calculus—from the earliest times to the present. The rise and growth of the higher mathematics, chiefly in the nineteenth century, are also considered briefly. The course is recommended especially to those who expect to teach mathematics, showing, as it does, the science in evolution and tracing the causes that have led to its development or stagnation in various epochs. Students wishing to do more intensive work in the history of mathematics should register for Mathematics 353-354 instead of 351-352.

Mathematics 353-354—Practicum in the History of Mathematics. Research and discussions. 4 points each Session. Professor SMITH.

M. and W. at 4.10, Tu. and Th. at 10.

This is the course in Mathematics 351-352, together with one extra hour on both Tuesday and Thursday. It is a research course open only to those who desire to study exhaustively the history of one or more special topics. The work will consist chiefly of the critical study of early treatises which are not accessible in English, and therefore should not be undertaken without a fair knowledge of two foreign languages.

Mathematics 553-554—Seminar in the History of Mathematics. Research and discussions. 4 points each Session. Professor SMITH.
Hours to be arranged.

This course is open only to those who have completed Mathematics 353-354.

Unit 35—The Teaching of Mathematics in the Secondary School. Short unit course. Professor UPTON.

Tu. and Th. at 5.10; March 10 to April 12.

A brief survey in ten lectures of the teaching of secondary mathematics.

Unit 63—The Teaching of Arithmetic in the Elementary School. Short unit course. Professor UPTON.

Tu. and Th. at 10; December 9 to January 25.

A brief survey in ten lectures of the teaching of arithmetic.

For Summer Session courses, see page 102.

For Unit courses, see page 37.

For Diplomas in Mathematics, see page 31.

Attention is also called to related courses in Mathematics, Physics, and Astronomy given in other parts of the University and open to students of Teachers College. These courses are described in the Announcement of the University Division of Mathematical and Physical Science, which may be had upon application to the Secretary of Teachers College or the Secretary of the University.

PHYSICAL SCIENCE

Education 197-198—The Teaching of Physical Science in Secondary Schools. Chemistry and Physics. Lectures and practical work. 2 points each Session. Professor WOODHULL and Mr. GOOD.

S., 9-10.50.

Practical work must be arranged with the instructor at registration.

This course covers the selection, arrangement, and treatment of subject-matter suitable for secondary schools, and a study of equipment and management of laboratories.

Education 197 or 198, combined with Education 197A or 198A, may each count as one advanced course in satisfaction of the requirements for the degree of Master of Arts. See page 25.

Education 197A-198A—The Teaching of Laboratory Physics in Secondary Schools. Laboratory work, conferences, and reports. 2 points each Session. Mr. GOOD and assistants.

S., 11-12.50.

A series of laboratory projects for teachers of practical physics. This work will include exercises in construction, operation, and study of types of practical apparatus and commercial appliances available for use in the average high school. The formal and practical method of laboratory procedure will be considered and criticised, especially in regard to school organization and the ends to be accomplished by the science teacher in the modern public school. Attention will also be given to criticisms by specialists in general educational theory, by supervisors and administrators of school work, and by the general public. The mechanical, electrical, and heating equipment of the Teachers College buildings will be open to the class for observation and study.

Education 302A—The Organization of Science in the High School. 3 points. Professor CALDWELL.

W., 4.10-6, Spring Session.

This course considers: the aims of science teaching; recent investigations regarding science teaching; tendencies toward unification of a progressive series of science courses; the general science movement—reasons for it; types of courses, relation to other courses, work of classroom, laboratory, field, home and the related industries, including presentation of type topics; brief survey of courses in biology, agriculture, domestic science, physics and chemistry in their relation to the science program as a whole.

Education 395-396—The History of Physical Science. Lectures and collateral reading. 3 points each Session. Professor WOODHULL.

Th., 10-11.50.

Education 397-398—Practicum in Physical Science. 4 points each Session. Professor WOODHULL.

S., 11-12.50.

This course is devoted to the investigation of problems connected with the teaching of physical science in secondary and in normal schools.

Education 597-598—Seminar in the History and Teaching of Physical Science. Professor WOODHULL.

Hours to be arranged.

U31—The Teaching of Science in the Secondary School. Professors WOODHULL, BIGELOW, McFARLANE, and Mr. GOOD.

Tu. and Th. at 5.10; September 30 to November 2.

For Summer Session courses, see page 102.

For Unit courses, see page 37.

For Diplomas in Physical Science, see page 31.

Attention is also called to courses in Physiological and Household Chemistry given in the School of Practical Arts and to courses in Astronomy, Chemistry, and Physics open to students of the School of Education in other parts of the University. Detailed information concerning such courses for 1918-19 is given in the Announcement of the School of Practical Arts and in the Announcements of the University Divisions of Mathematical and Physical Science and of Chemistry which may be had from the Secretary of Teachers College.

V—VOCATIONAL EDUCATION

Courses in this group are classified as follows:

VOCATIONAL EDUCATION

RURAL EDUCATION

RELIGIOUS EDUCATION

SCOUTING AND RECREATIONAL LEADERSHIP.

VOCATIONAL EDUCATION

Education 293-294—Problems in Vocational Education. Lectures, readings, discussions and field work. 2 points each Session. Professor DEAN.

F., 7.30-9.15 P.M.

Education 293 is introductory and deals with such topics as: Development of vocational education; educational, industrial and social forces behind the movement; terminology; types of schools, all day, part-time, continuation and corporation; clear distinctions between prevocational and vocational education; new types of apprenticeship; trade unions and industrial education; middle schools in relation to vocational guidance; technical high schools; vocational education of girls; industrial work in rural communities; department store employments.

Education 294 has as its prerequisite Education 293 or its equivalent. It considers such topics as: Survey of occupations and educational needs of workers; state and national legislation; trade union agreements; training and certification of teachers; unit and group courses; school credits for outside work; co-operative agencies and agreements; child labor laws and vocational education; methods of organization, location, equipment, reports; standards of inspection; supervision and approval; organization in small communities.

Education 294B—Vocations for Girls and Women. 2 points. Professors SNEDDEN and COOLEY, and special lecturers.

M. and W. at 5.10, Spring Session.

The object of this course will be to give a brief survey of the principal positions and opportunities open to women and girls in the professional, commercial, industrial, agricultural, and home-making fields. Specialists in the several fields will speak on the conditions of employment, possible opportunities, and necessary training for the vocations which they represent. This course is especially recommended to those interested in vocational guidance.

Education 295-296—Vocational Education. Lectures, readings and discussions. 2 points each Session. Professor SNEDDEN.

Tu., 7.30-9.15 P.M.

An analysis of the conditions underlying the social demand for vocational education, possible contributions to this demand from private and public agencies, and studies of current experiments and proposals for improving the scope and quality of vocational education. This will be supplemented by an analysis of the principles to be studied by educators and administrators in developing and carrying into effect plans for vocational education.

Education 297-298—Vocational Guidance. Lectures, readings, and reports. 2 points each Session. Mr. WEAVER, Professors SNEDDEN, DEAN, and BONSER, and Dr. ALLINSON.

S., 11-12.50.

This course is devoted to a study of the methods, problems, and administration of vocational guidance. Among the problems those of prominence will include the place and possibilities of vocational guidance in regular school work, vocational guidance aspects of the junior high school work and organization, the preparation and work of the vocational counselor, means of discovering vocational aptitudes, the co-operation of the school and various auxiliary institutions for vocational guidance, and the organization and administration of vocational guidance departments and bureaus. The work is developed with reference to the needs of superintendents and principals, teachers and social workers interested in the problem, and students desiring acquaintance with the general field and its problems.

Students interested in the technique of vocational guidance tests should take Education 456A, Mental and Vocational Tests and Treatment of Results, as a parallel course.

Education 297A—Current Problems in Practical Arts Education. Lectures, reports and discussions. 2 points. Professors DEAN, SNEDDEN, and COOLEY, and Miss CARNEY.

S., 9-10.50, Winter Session.

This course discusses the problems entering into the teaching and administering of courses in practical arts in the field of general education for children between the ages of twelve and sixteen. It considers the place and function of industrial, agricultural, household and commercial arts in schools which offer these opportunities for purposes other than those directly contributory to wage earning.

Education 456A—Mental and Vocational Tests and Treatment of Results. 3 points. Professor RUGER.

Tu. and Th., 4.10-6, Spring Session.

For description, see p. 50.

Education 493-494—Practicum. Current Problems in Vocational Education. Lectures, readings and field work. 4 points each Session. Professors DEAN and SNEDDEN.

F., 4.10-6.

This course approaches the administration of vocational education from the viewpoint of national and state systems of vocational instruction and their adjustment to industrial, social and economic needs as seen from the angle of the child labor expert, the employer, the wage earner and the educational administrator. Members of the class will be expected to make definite contributions to vocational education programs based upon their experience and class studies. These contributions may take the form of an analysis of the working program of a vocational school, the development of courses of study in particular subjects, the initiating of an experiment in vocational education, or the study and application of a vocational education survey to some assigned community.

Education 493x-494x—Field Work in Vocational Education. 3 points each Session. Professor DEAN.

Hours to be arranged.

Students who desire practical work for credit in addition to the field work required in connection with the courses in vocational education should elect this course. There are many opportunities in and about New York City to study practically every type of vocational education now under consideration, including public and corporation schools; schools in department stores and factories; county vocational schools; intermediate, all-day, evening, part-time, and continuation schools; trade schools for men and women; apprenticeship systems in factories; prevocational schools; experiments in vocational guidance; industrial art and technical high schools; vocational work in institutions. Numerous investigating and promoting societies with headquarters in New York City whose work is related to vocational education, offer valuable contributions.

Education 496—Practicum. Current Problems in Practical Arts Education. Reports and field work. 4 points. Professor DEAN.

S., 9-10.50, Spring Session.

This course will deal with the problems of the aims, materials and methods of instruction, and administration of the practical arts subjects in schools of general education. Especial consideration will be given to the development and organization of differentiated courses in industrial, agricultural, household and commercial arts adapted to junior and senior high schools, more particularly in connection with the education of children from twelve to sixteen years of age. As a prerequisite, students electing this course must have had teaching or administrative experience in some phase of practical arts. The various types of the practical arts in and about New York City furnish excellent material for discussion and field work.

For Summer Session courses, see page 103.

For Unit courses, see page 37.

For Teachers College Diplomas, see page 31.

RURAL EDUCATION

Education 140—Teaching of Household Arts in Rural Communities. 2 points. Professor SPOHR.

Tu. and Th. at 10, Spring Session.

This course is for the purpose of discussing possibilities in the way of subject-matter and method of presenting same to women and girls living in rural com-

munities. Consideration will be given to extension work, short courses, women's clubs, boys' and girls' clubs, movable schools, county agent work, the one-teacher rural school, and such other organizations as may be interested in the home.

Opportunities for field work will be given to those desiring it.

Education 140x—Field Work in Household Arts for Rural Communities. 2 points. Professor SPOHR.

Hours to be arranged. Spring Session.

Conferences and practical exercises supplementary to Education 140, to afford field training for rural extension teachers of household arts.

Education 202B—Organization and Administration of Rural Schools. 2 points. Miss CARNEY.

Tu. and Th. at 11, Spring Session.

This course provides a detailed and special consideration of rural school administration in state, county, township, and local units. Problems in the organization and administration of local rural schools, township high schools, and consolidated schools are first considered. The county unit is then studied in detail, and the course is concluded by a study of the organization and administration of state departments of education for increased rural school service and efficiency. Laboratory studies will be afforded in near-by counties, and in the state departments of New York, New Jersey and Vermont.

Prerequisite: Education 201.

Education 271-272—History of Husbandry as Social Control. Lectures, assigned readings, and reports. 2 points each Session. Dr. WILSON.

Hours to be arranged.

A course of studies and lectures in the literature,—poetic, legislative, and pedagogic,—in which the life of the farmer is used as a basis of social culture. It traces the recognition of country life in moral and intellectual training from the earliest records—classic, Biblical, and historical.

Education 273-274—Rural Sociology and Economics. Lectures, discussions, and reports. 2 points each Session. Dr. WILSON.

W. and F. at 10.

A course in rural sociology, descriptive and introductory, intended especially for beginners in the study of rural social institutions—the community, the school, the church, the grange, and cooperative associations—with the study of particular problems such as poverty, farm incomes, health, recreation, morality.

Education 275-276—The Preparation of Rural Teachers. 2 points each Session. Miss CARNEY.

Tu. and Th. at 8 A.M.

A course designed primarily for directors and teachers of rural education in state normal schools, high schools, and county training classes. The work divides into two parts; one, dealing with the high-school and county-normal system for the training of rural teachers; the other, with the organization and teaching of rural school departments in state normal schools. The chief problems considered under each division will include: Organization and administration; courses of study, their character and content; practice teaching, including amount, types, yearly scheme, lesson-planning, and supervision; rural demonstration schools; extension activities and the follow-up of graduates; relationship to other departments of the school, and to other rural agencies; and future policies and developments in the training of rural teachers.

Education 277-278—Supervision of Country Schools. Lectures, discussions, observations and reports. 2 points each Session. Miss DUNN.

S., 9-10.50.

This course is a study of the following topics: Status and preparation of the rural school supervisor; the supervisor's responsibility for curriculum, selection of books, school organization, school and home contacts, teachers' conferences and institutes; supervision by means of circular letters and pamphlets; surveys that are helpful to supervisors; rural recreation and health; and the organization of community clubs. Field practice in all phases of rural supervision will be provided in actual country schools.

Education 414B—Practicum. The Making of Elementary Rural School Curricula. 4 points. Professor BONSER and Mrs. MOSSMAN. Th., 9-10.50, Spring Session.

This course includes a study of principles underlying the development of elementary and rural school curricula; a survey of social needs as a means of deriving standards for the selection of subject matter; the gradation of materials; the co-ordination of related subject matter making for economy in teaching, and the application of principles in typical units of subject matter worked out by students. An effort will be made to contribute a complete array of content, problems, and sources in at least one school subject, and provision will be made for testing out rural curricula units in actual country schools.

Education 473-474—Practicum in Rural Social Surveys. 4 points each Session. Dr. WILSON, and Miss DUNN. F., 3.10-5.

This course will be a study of the methods and the materials now made available through the scientific investigation of rural populations. The students will report on surveys made and will themselves visit country communities and make first-hand investigations of the schedules prepared. The findings will be presented to the class in informal and formal papers.

This course is intended to equip the student for the duties of rural school or social supervision and community service. The changes in rural organization due to war conditions will be especially studied, with a view to preparing leaders in war service, vocational rehabilitation, and increase of production.

U71—Rural Reconstruction and War. Dr. WILSON. W., 7.30-9.20 P.M.; September 30 to November 2.

U72—The Preparation of Country Teachers. Miss CARNEY. W., 7.30-9.20 P.M.; November 4 to December 7.

U73—Household Arts for Country Communities. Professor SPOHR. W., 7.30-9.20 P.M.; December 9 to January 25.

U74—Rural Supervision. Miss DUNN. W., 7.30-9.20 P.M.; February 3 to March 8.

U75—Rural Public Health. Dr. WOOD. W., 7.30-9.20 P.M.; March 10 to April 12.

U76—Rural Social Surveys. Dr. WILSON. W., 7.30-9.20 P.M.; April 14 to May 17.

For Summer Session courses, see page 103.

For Unit courses, see page 37.

For Diplomas in Rural Education, see page 30.

Courses in agriculture are offered in the department of Extension Teaching of Columbia University. Attention is called especially to a course on materials for agriculture, suitable for secondary schools, known as Agriculture e11-12.

For description of this work see the University Announcement of Extension Teaching, which may be had on application to the Secretary of Teachers College or the Secretary of the University.

RELIGIOUS EDUCATION

Education 61x-62x—Practice in Sunday School Teaching. 1 point each Session. Supervised by Miss TALLMAN.

Open for credit to undergraduates registered in 261-262, or in any course in Religious Education at Union Theological Seminary, who wish to do practice teaching under supervision. Graduate students are not given credit for this course, but such students may obtain practice teaching by electing Education 263-264.

Education 261—Reconstruction of Method in Religious Education. Lectures, readings, with reports and discussions. 2 points. Miss TALLMAN in coöperation with Professors COE and HARTSHORNE.

M. and W. at 3.10, Winter Session.

An analysis of the problems of method in teaching religion in the light of contemporary educational science and existing conditions in Sunday schools, mission schools, etc.

Education 262—Special Methods of Religious Education. Lectures, observation work, reports and discussions. 2 points. Miss TALLMAN and Miss RANKIN.

M. and W. at 3.10, Spring Session.

The first part of this course, under Miss Rankin, will deal with special methods with children under nine, and will include observation and discussion of demonstration teaching. The latter part will deal in similar manner with methods adapted to children over nine. Practice in planning work for the various ages will be required.

Education 261x-262x—Field Work in Religious Education. 2 points each Session. Miss TALLMAN and others.

Conference hour, F. at 11. Field work to be arranged with the instructors.

Conferences and lectures based upon the problems of club, class, and Sunday School work.

Education 263-264—The Use of the Bible in Religious Education. 2 points each Session. Miss TALLMAN.

Sunday at 9.15, in the Union School of Religion.

This will include discussion of the Bible as curriculum material, as well as of the curriculum observed in the Union School of Religion and elsewhere. For those who desire it, a part of the work of this course may be practice in Sunday School teaching under supervision.

Education 203B—Educational Development in Oriental Countries. 2 points. Dr. SAILER.

Tu. and Th. at 5.10, Winter Session.

The course will outline the development of the educational systems of the Philippines, Japan, Egypt and India, and indicate the problems of education in the Orient generally, including missionary education.

Education 269-270—Problems in Missionary Education. Lectures, readings, discussions and inspection of schools. 2 points each Session. Dr. SAILER.

Tu. and Th. at 11.

This course is intended for foreign missionaries on furlough and missionary candidates looking forward to educational work. It will discuss the distinctive aims of foreign missionary education, and the bearings on these of certain features of modern educational theory and practice. Missionaries from different fields will have an opportunity to compare their problems. Those taking the course will select subjects for special study and present them to the class for discussion.

Candidates for the Master's degree specializing in this field may do extra work in connection with this course which will be accepted to satisfy the requirements of the Master's essay (see p. 25).

Education 269A or 270A—Social Backgrounds of Educational Missions. 2 points, either Session. Dr. FLEMING.

Hours to be arranged.

Under this title and with permission of the instructor, any one of the following courses taken in Union Theological Seminary may be offered for credit: 11- Foreign Missions; 13- Mission Principles and Methods; 18- Mission Sociology; 19- Problems of Racial Contact; 62- Modern Missions in India.

Education 293A—The Assimilation of the Immigrant as an Educational Problem. 2 points. Dr. NORMAN THOMAS.

M. and W. at 11, Winter Session.

For description, see p. 45.

Education 293B—Industrial Conditions and Relations. Lectures, reports, and discussions. 2 points. Professor WARD.

Hours to be announced, Winter Session.

For description, see p. 45.

Education 294A—Principles and Programs of Social Reconstruction. Lectures, reports, and discussions. 2 points. Professor WARD.

Hours to be announced, Spring Session.

For description, see p. 45.

Education 470—Practicum. Problems of Social-Religious Work. 3 points.

Hours to be arranged, Spring Session.

Consult Miss TALLMAN before registration.

This course should be elected by all students desiring advanced degrees in social religious work.

Biblical Literature 149—The Religion of the Old Testament. 2 points. Professor BEWER.

M. and W. at 5.10, Winter Session.

This course treats of the history of the religion of Israel with special emphasis on the development of religious thought. It deals with the antecedents and background of Biblical Literature 150, but is complete in itself and may be taken separately.

Biblical Literature 150—The Religion of the New Testament. 2 points. Professor BEWER.

M. and W. at 5.10, Spring Session.

This course treats in an historical manner of the rise and development of the Christian religion in New Testament times, and is designed to give an understanding of the Christian religion and its place in life. It is the continuation of Biblical Literature 149, but may be taken separately.

These two courses are designed to lay a secure foundation of Biblical knowledge for those who are to teach in Sunday Schools or to train Sunday School teachers. Other courses in English Bible can be taken in the Union Theological Seminary.

Biblical Literature 151—The Religion of the Old Testament. 2 points.

Tu. and Th. at 1.10, Winter Session.

A special section of Biblical Literature 149 adapted to the needs of Jewish students. In this course the historical development of the religion of the Bible is traced and its spiritual significance dealt with, from the standpoint of contemporaneous Jewish life and thought.

Biblical Literature 152—The Religion of Post-Biblical Jewish Literature. 2 points.

Tu. and Th. at 1.10, Spring Session.

A special section of Biblical Literature 150 adapted to the needs of Jewish students. The aim of this course is to give a general survey of the religious literature of the Jews since Bible times, as illustrating the development of Judaism to the present day. It is a continuation of Course 151, but may be taken separately.

Courses 151 and 152 are designed to lay a foundation of the knowledge of Judaism for those who intend to teach in Jewish religious schools.

Biblical Literature 153-154—The Significance and Inspiration of the Bible. 2 points each Session.

M. and W. at 5.10.

A special section of Biblical Literature 149-150 adapted to the needs of Catholic students.

The following courses given in Union Theological Seminary are open for credit to students in the School of Education; but Teachers College students desiring credit in *Teachers College* for any of the courses must register for the work in Teachers College.

Education 265—Special Methods with Adolescent Pupils. 2 points.
(*Not given 1918-19.*)

Education 267—The Religious Life of Children and of Youth.
2 points. Professor HARTSHORNE.
Tu. and Th. at 3.10, Winter Session.

Education 268—Organization and Administration of the Church School. 2 points. Professor HARTSHORNE.
Tu. and Th. at 3.10, Spring Session.

This course will consider the entire problem of the educational reorganization of the church, and the development of co-ordinate agencies for religious education in the community.

Education 267x-268x—Practice in Religious Education. 2 points each Session. Professor HARTSHORNE.
W. at 2.10.

Education 461—The Theory of Religious Education. 3 points.
Professor COE.
Tu. and Th. at 2.10, Winter Session.

An outline of the philosophy and of the special topics in educational psychology that are essential to a scientific foundation for a socialized religious education.

Education 462—Criticism and Supervision of Religious Instruction. 3 points. Professor COE.
Tu. and Th. at 2.10, Spring Session.

Primarily for leaders of training classes.

Education 462A—The Curriculum of the Church School. 3 points.
Professor COE.
W. and F. at 12, Spring Session.

The theory of curriculum making, critical examination of existing curricula, practice in planning courses to meet particular needs.

Education 462B—History of Christian Education. 3 points. Professor ROCKWELL.
M., 3.10-5, Spring Session.

The development of educational ideals and methods within organized Christianity up to the beginning of the present reform movement in religious education.

Education 463-464—Practicum in Religious Education. 4 points each Session. Professor HARTSHORNE.
F., 2.10-4.

Education 465-466—Practicum in Psychological Theories of Religion. 4 points each Session. Professor COE.
(*Not given 1918-19.*)

Education 465A-466A—Practicum in the Psychology of Religion. 4 points each Session. Professor COE.
(*Not given 1918-19.*)

Education 467—Selected Topics in Applied Psychology. 3 points.
Professor COE.
Tu. and Th. at 4.10, Winter Session.

The speaker and his audience; personal influence; the conditions of intellectual efficiency; mental hygiene; religious therapeutics; morbid moral and religious states.

Education 468—Introduction to the Psychology of the Christian Life. 3 points. Professor COE.
Tu. and Th. at 4.10, Spring Session.

For Summer Session Courses, see p. 103.

For Diplomas in Religious Education, see p. 30.

SCOUTING AND RECREATIONAL LEADERSHIP

Education 195A—Principles and Practices of Scouting and Scoutcraft. 2 points. Dr. FRETWELL, Mr. STETSON, and specialists.

M., at 5.10, for men and women.

W., at 5.10, for men; F., at 5.10, for women.

Winter Session.

This course given in coöperation with the National Council of the Boy Scouts of America and the National Council of the Girl Scouts of America is intended for both men and women—school superintendents, principals, teachers, scoutmasters, scout captains, and all those interested in training in citizenship by means of scouting. Mondays will be devoted to lectures on the aims, programs, organizations and constructive policies of the Boy and of the Girl Scout movements with special emphasis on what these movements are doing and can do in training boys and girls to meet effectively present and future local and national needs. The period on Wednesday for men and on Friday for women will be devoted to such phases of scoutcraft as camping, camp cooking, hiking, signaling, knot tying, first aid, tree study, troop formations, together with plans for organizing and conducting a troop. The members of the course will be organized into Boy and Girl Scout troops. Opportunity will be provided for members of the class to act as assistant scout masters or assistant scout captains under the direction of the Manhattan Council of Boy Scouts and the Manhattan Council of Girl Scouts of America.

Education 195B—Recreational Education. 2 points. Dr. FRETWELL, Mr. ATKINSON, Mr. PEARSON, and specialists.

M. and W. at 2.10, Winter Session.

This course is open to men and women who are interested in directing the affairs of boys and girls. The work will be divided into three units as follows:

(1) Boys' clubs outside of school: This unit, given in coöperation with the Boys' Club Federation, will consider the organization, program, and methods of boys' club work to meet community needs. There will be a detailed study of representative boys' clubs as independent organizations in New York. Opportunity will be afforded for direct participation in activities of boys' clubs in New York.

(2) Boys' and girls' clubs as a part of the school program: The aim, organization, kind of leadership, and methods of work of the boys' and girls' clubs of the Horace Mann and of other representative schools will be studied. An attempt will be made to work out a constructive policy for directing school clubs.

(3) Scouting: This unit will consider the aim, program, organization and constructive policy of the scouting movement together with the relation that should exist between scouting and the schools.

Education 196B—Recreational Leadership in High Schools. 2 points. Dr. FRETWELL.

M. and W. at 10, Spring Session.

This course will consider the aim and organization of extra-curriculum activities in representative schools. Special emphasis will be placed on those phases of student affairs which provide a definite training in citizenship. A detailed study will be made of types of activities of schools in and near New York with emphasis on those activities as represented in student councils, or general organization for directing the social, literary, athletic, and musical affairs of the school and for organizing the students so as to coöperate with the life of the community.

Education 196D—Scout Executives Course. 2 points. Dr. FRETWELL, Mr. STETSON, and specialists from the field.

M. and W. at 5.10, Spring Session.

This course is intended for those men and women who are preparing themselves to meet the demand for trained executives in the medium size and larger cities. It includes the methods of organizing the community and raising the budget for scouting, the work of the scout executive in his relation to the national, state, and local government, to the national movement, national headquarters, the local organization, community activities, and to the individual scout.

For Summer Session Courses, see p. 103.

For Diplomas in Scouting, see p. 31.

VI—PRACTICAL ARTS EDUCATION

HOUSEHOLD ARTS

For detailed information regarding courses in Household Arts and the Teaching of Household Arts, see the Announcement of the School of Practical Arts.

Education

Education 135-136—Teaching of Household Arts in Schools. 2 points each session. Professors COOLEY, WINCHELL, and SPOHR, and Miss MARSHALL.

Education 135x—Preliminary Practical Work in Household Arts Teaching. 1 point.

Education 136x—Practical Work in Household Arts Teaching. Supplementary to Education 135-136. 2 points.

Education 136A—Teaching of Household Arts in Vocational Schools or Classes for Girls. 2 points.

Education 137-138—Supervision in the Household Arts. 2 points each Session. Professors COOLEY and WINCHELL.

Education 140—Teaching of Household Arts in Rural Communities. 2 points. Professor SPOHR.

Education 140x—Practical Work. Supplementary to Education 140. 2 points. Professor SPOHR.

Education 335-336—Organization and Teaching of Household Arts in Normal Schools and Colleges. 2 points each Session. Professors COOLEY and WINCHELL, and others.

Education 336x—Practice Teaching in Household Arts. 2 points. Professors VAN ARSDALE, WINCHELL, FALES, COOLEY, and GUNTHER.

Education 337-338—Practicum in Household Arts Education. 4 points each Session. Professors COOLEY and WINCHELL.

Administration

Household Arts 181—Problems in Organization and Administration. 2 points. Professor GUNTHER and Miss FISHER.

Household Arts 281-282—Special Problems in Administration. 2 points each Session. Professor GUNTHER and Miss FISHER.

Biology

Biology 153-154—Special Problems in Applied Biology (including Bacteriology). 4 points each Session. Professors BIGELOW and BROADHURST.

Biology 253-254—Advanced Bacteriology Applied to Practical Arts. 4 points each Session. Professor BROADHURST.

Chemistry

Household Arts 121-122—Household Chemistry—Advanced. 3 points each Session. Professor VULTÉ and Miss VANDERBILT.

Household Arts 127—Methods of Biochemical Analysis. 4 points. Professor GIES and Dr. HEFT.

Household Arts 225—Physiological Chemistry. 4 points. Professor GIES and Dr. HEFT.

Household Arts 227-228—Research in Biological Chemistry. 4 points each Session. Professor GIES and Dr. HEFT.

Clothing

Household Arts 201-202—Problems in Textiles and Clothing. 3 points each Session. Professor FALES and others.

Household Arts 203-204—Problems in Dress Design. 3 points each Session. Professor FALES and Miss WILMOT.

Cookery

Household Arts 129—Problems in Cookery for Social Workers. 2 points.

Household Arts 131—Experimental Cookery. 4 points. Professor VAN ARSDALE, Miss FRENCH, Miss MONROE, and Miss COLMAN.

Household Arts 133—Cookery for Invalids. 2 points. Miss PEACOCK.

Household Arts 229-230—Problems in Cookery. 4 points each Session. Professor VAN ARSDALE and other instructors.

Household Arts 232—Research in Cookery. 4 points. Professor VAN ARSDALE, Miss MONROE, and Miss COLMAN.

Economic Science

Practical Arts 164—Economic Problems. The Worker and the Community. 2 points. Professor ANDREWS.

Household Arts 165—The Household in Economic Production. 2 points. Professor ANDREWS.

Household Arts 166—Household Budgets. 2 points. Professor ANDREWS.

Household Arts 265-266—Problems of Household Economic Science. 2 points each Session. Professor ANDREWS.

Practical Arts 301-302—Introduction to Research in Economic and Social Problems Related to Practical Arts. 4 points each Session. Dr. ALLINSON.

Nutrition

Household Arts 115—Nutrition and Food Economics. 2 points. Professors SHERMAN and ROSE.

Household Arts 117—Laboratory Methods in Nutrition. 4 points. Professor ROSE and Miss BARTO.

Household Arts 210—Dietetics. 4 points. Professor ROSE, Miss McCORMICK and Miss BARTO.

Household Arts 215-216—Practicum in Nutrition and Food Economics. 3 points each Session. Professors SHERMAN and ROSE.

Household Arts 218—Investigation in Nutrition or Food Economics. 4 points. Professor ROSE or SHERMAN.

Household Fine Arts

Fine Arts 125-126—Clay Modeling and Pottery. 2 points each Session. Mr. UPJOHN.

Fine Arts 151-152—Art Structure C. 3 points each Session. Professors DOW and CORNELL.

Fine Arts 169-170—Art Appreciation. 2 points each Session. Professor DOW, Miss BLISS, Miss DEMENT, Mr. MARTIN, and others.

Fine Arts 189-190—House Design B. 3 points each Session. (Not given, 1918-1919.)

Fine Arts 281-282—Art Structure D. 3 points each Session. Professors DOW and CORNELL.

Fine Arts 283-284—Painting. 4 points each Session. Professor BEMENT.

Fine Arts 291-292—Costume Design—Advanced. 3 points each Session. Miss NORTHRUP.

Education 182—Art Design for School and Community Festivals. 2 points. Miss NORTHRUP.

FINE ARTS

For detailed information regarding courses in Fine Arts and the Teaching of Fine Arts, see the Announcement of the School of Practical Arts.

Education 111-112—Theory and Practice of Teaching Art. 2 points each Session. Professor Dow and Miss DEMENT.

Education 111x—Preliminary Practical Work in Art Teaching. 2 points. Miss DEMENT.

Education 112x—Practical Work. Supplementary to Education 111-112. 2 points. Miss DEMENT.

Education 113—Supervision of Fine Arts. 2 points. Professor Dow.

Education 311—Practicum. 4 points. Professor Dow.

GEOGRAPHY

Geography 105-106—Industrial and Commercial Geography. 2 points each Session. Professor McFARLANE and Dr. LOBECK.

HISTORY

History 145-146—Social and Industrial History of the United States. 3 points each Session. Professor GAMBRILL.

Education 221—History of the Family as a Social Institution. 2 points. Professor GOODSELL.

Education 222—Education of Women: History and Present Problems. 2 points. Professor GOODSELL.

HYGIENE

Hygiene 175—Sanitary Science. 2 points. Professors WINSLOW and BROADHURST.

Household Arts 185-186—Public Health Investigation. 2 points each Session. Professor WINSLOW.

INDUSTRIAL ARTS

For detailed information regarding courses in Industrial Arts, see the Announcement of the School of Practical Arts.

Industrial Arts 161-162—Industrial Drawing. 3 points each Session. Professor WEICK.

Industrial Arts 175-176—Industrial Design. 3 points each Session. Professor WEICK.

Education 143-144—Industrial Arts for the Elementary Grades (including Industrial Arts for Exceptional Children, Defectives, and Delinquents). 2 points each Session. Miss PATRICK.

Education 143A-144A—Experimental Problems in Industrial Arts for the Elementary Grades. 2 points each Session. Miss PATRICK.

Education 143B-144B—Industrial Arts for Social and Religious Workers. 2 points each Session. Miss PATRICK.

Education 145-146—Teaching Industrial Arts in Elementary Schools. 2 points each Session. Mrs. MOSSMAN and Professor BONSER.

Education 146x—Practical Work. Supplementary to Education 145-146. 2 points.

Education 147-148—Principles and Practice of Teaching Industrial Arts in the Junior High School. 3 points each Session. Mr. BOWMAN and Professor WEICK.

Education 148x—Practice Teaching. Supplementary to Education 147-148. 2 points.

MUSIC

For detailed information regarding courses in Music, see the Announcement of the School of Practical Arts.

Music 169-170—Musical Art. 2 points each Session. Professor FARNSWORTH.

Education 161-162—The Teaching of School Music. 2 points each Session. Miss LATHAM.

Education 162x—Practical Work. Supplementary to Education 161-162. 2 points.

Education 163-164—Supervision of School Music. 2 points each Session. Professor FARNSWORTH.

Education 164x—Practical Work. Supplementary to Education 163-164. 2 points.

Education 363-364—Practicum in the Teaching of School Music. 3 points each Session. Professor FARNSWORTH.

SPEECH

For undergraduate courses in Speech, see the Announcement of the School of Practical Arts.

Education 167-168—Teaching of Speech (Oral English). 2 points each Session. Professor LATHAM and assistant.

Education 181—School and Community Festivals. 2 points. Miss COLBY, Professors ABBOTT, FARNSWORTH, and LATHAM, Miss DILLER, and others.

Education 182—Dramatization. 2 points. Professor LATHAM and others.

NURSING AND HEALTH

For detailed information regarding courses in Nursing and Health, see the Announcement of the School of Practical Arts.

Nursing 105—Health Problems for Religious and Social Workers. 2 points. Dr. KENYON and Professor STEWART.

Nursing 121-122—History of Nursing. 2 points each Session. Professors NUTTING and STEWART.

Nursing 144—Nursing in Relation to Municipal Health Work. 2 points. Dr. BAKER.

Education 170—Teaching of Nursing Principles and Methods. 2 points. Professor STEWART.

Education 170x—Nursing Practice. Supplementary to Education 170. 1 point.

Education 171—Teaching in Schools of Nursing. 2 points. Professor STEWART.

Education 171x—Observation and Practice Work. Supplementary to Education 171. 2 points.

Education 173—Administration in Schools of Nursing. 2 points. Professor NUTTING.

Education 174—State Relation to Nurses' Education. 2 points. Professor GOODRICH. (*Not given, 1918-1919.*)

Education 176—Teaching of Health Principles. 2 points. Miss HUDSON.

Education 176x—Teaching Practice. Supplementary to Education 176. 1 point.

Education 177—Training of Public Health Nurses. 2 points. (*Not given, 1918-19.*)

Education 178—Organization and Supervision in Public Health Nursing. 2 points. Miss CRANDALL and special lecturers.

Education 179—Current Problems in the Education of Nurses. 2 points. Professor NUTTING. (*Not given, 1918-1919.*)

Education 371-372—Practicum in Nursing. 2 points each Session. Professor NUTTING.

PHYSICAL EDUCATION

For detailed information regarding courses in Physical Education, see the Announcement of the School of Practical Arts.

For courses in Educational Hygiene, see p. 60.

Physical Education 154—Recreation Work in Social Centers. 2 points. Miss COLBY and Miss FROST.

Physical Education 177-178—The Dramatic Game. 2 points each Session. Miss COLBY.

Physical Education 198—Practice in Club Activities for Children and Adolescents. 2 points. (*Not given, 1918-1919.*)

Physical Education 295-296—Problems in Hygiene and Physical Education. 3 points each Session. Professor WOOD and others.

Physical Education 295x-296x—Practical Work. Supplementary to Physical Education 295-296. 3 points each Session. Professor WOOD and others.

Education 181—School and Community Festivals. 2 points. Miss COLBY, Professors ABBOTT, FARNSWORTH and LATHAM, Miss DILLER, and others.

Education 185-186—Play and Playgrounds. 2 points each Session. Mr. GIBNEY.

Education 186x—Practical Work. Supplementary to Education 185-186. 2 points.

Education 189-190—Teaching of Hygiene and Physical Education. 2 points each Session. Professor WOOD and assistants.

Education 190x—Practical Work. Supplementary to Education 189-190. 2 points.

Education 193-194—Dramatic Expression in Physical Education. 2 points each Session. Miss COLBY and Madame ALBERTI.

Education 389-390—Practicum in Hygiene and Physical Education. 3 points each Session. Professor WOOD.

SOCIAL SCIENCE

Social Science 110—Public Health and Standards of Living. 2 points. Professor CHADDOCK.

Social Science 203—Modern Social Problems. 2 points. Professor CHADDOCK.

Practical Arts 301-302—Introduction to Research in Economic and Social Problems Related to Practical Arts. 4 points each Session. Dr. ALLINSON.

VII—SUMMER SESSION, 1918

The Summer Session of Teachers College is an integral part of the Summer Session of the University. It continues over a period of six weeks, beginning July 8 and ending August 16, 1918 (see p. 32). The complete Announcement of the Summer Session, describing in full each of the courses offered, may be had without charge on application to the Secretary of Teachers College.

The following courses will be offered by the School of Education and the School of Practical Arts during the Summer Session of 1918. In addition to these courses many undergraduate courses in Practical Arts are offered in the School of Practical Arts, which are described in the complete Announcement of the Summer Session.

HISTORY AND PRINCIPLES OF EDUCATION

History of Education

Education sBa—History of Education to Modern Times. 2 points. Professor MONROE.

Education sBb—History of Education in Modern Times. 2 points. Professor GOODSSELL.

Education s222—Education of Women. Its History and Present Problems. 2 points. Professor GOODSSELL.

Education s226—History of Education in the United States during the National Period. 2 points. Professor MADDOX.

Education s421—Historic Foundations of Modern Education. 3 points. Professor MONROE.

Education s422—History of Education: Nationalism and Education. 3 points. Dr. REISNER.

Education s426—Practicum. History of Education in the United States during the National Period. 4 points. Professors MADDOX and MONROE.

Philosophy of Education

Education sBc—Principles of Education. 2 points. Professor MADDOX.

Education 2—Principles of Education for Students in Practical Arts. 4 points. Professor MADDOX.

Education s241—Philosophy of Education. 2 points. Professor KILPATRICK.

Education s244—Foundations of Method. 2 points. Professor KILPATRICK.

Education s441—Practicum. Philosophy of Education. 4 points. Professor KILPATRICK.

Educational Sociology

Education s291—Introduction to Educational Sociology. 2 points. Professor SNEDDEN.

Education s292—Public School Curricula. 2 points. Professor SNEDDEN.

Education s205A—Problems for Advisers of Women and Girls. 2 points. Professors STEVENS, GOODSSELL, SNEDDEN and others.

Education s273—Rural Sociology in Relation to Education and Social Service. 2 points. Dr. W. H. WILSON.

EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS

Education sAa and sAb—Educational Psychology. Each 2 points. Professors RUGER and WHITLEY.

Education 2—Principles of Education for Students in Practical Arts. 4 points. Professor MADDOX.

Education s215—Methods of Teaching in Special Classes. 2 points. Miss FARRELL.

Education s215x—Observation, Experimentation, and Teaching in Connection with Special Classes. 2 points. Miss KEATOR.

Education s216—Supervision of Special Classes. 2 points. Miss FARRELL.

Education s251A—The Psychology of Childhood. 2 points. Professor WHITLEY.

Education s411B—Measurement in Elementary Education. 3 points. Dr. McCALL.

Education s412B—Experimentation in Elementary Education. 3 points. Dr. McCALL.

Education s451—Educational Psychology. 4 points. Professor COLVIN.

Education s453—Practicum. Application of Psychological and Statistical Methods to Education. 4 points. Professor RUGER.

Education s458B—Psychology of the Secondary School Subjects. 3 points. Professor COLVIN.

EDUCATIONAL ADMINISTRATION AND SCHOOL SUPERVISION**Administration of Education**

Education s201—State School Systems. 2 points. Mr. HART.

Education s202—City School Administration. 2 points. Mr. ENGELHARDT.

Education s202B—The Principal and his School. 2 points. Superintendent HUNTER.

Education s205A—Problems for Advisers of Women and Girls. 2 points. Professors STEVENS, GOODSELL, and SNEDDEN, and others.

Education s209—Business Administration of Schools. 2 points. Mr. ENGELHARDT.

Education s284—Administrative Problems of the High School. 2 points. Superintendent THOMPSON.

Education s289A—Organization and Administration of the Junior High School. 2 points. Professor BRIGGS.

Education s293A—Administration of Vocational Education. 2 points. Professor DEAN.

Education s299A—Organization and Administration of Commercial Education. 2 points. Superintendent Thompson.

Education s403-404—Practicum. School Surveys and Other Investigations in Educational Administration. 8 points. Professor STRAYER and Mr. HART.

Education s488—Practicum. The Survey of Secondary Schools. 4 points. Dr. FRETWELL.

Supervision of Instruction

Education s213A—Problems of Normal School Instruction. 2 points. Miss NOONAN.

Education s214—Socializing the Elementary School Curriculum. 2 points. Professor BONSER.

Education s216—Supervision of Special Classes. 2 points. Miss FARRELL.

Education s276—Rural School Administration and Supervision. 2 points. Professor PHELAN.

Education s411A—Supervision of Teaching. 3 points. Professor HOSIC.

Education s411B—Measurement in Elementary Education. 3 points. Dr. MCCALL.

Education s412B—Experimentation in Elementary Education. 3 points. Dr. MCCALL.

Education s417—Experimental Teaching and Supervision. 3 points. Miss DAY.

Education s417x—Experimental Teaching and Practice in Supervision. 3 points. Miss DAY.

Education s417A—Normal School Curricula. 3 points. Professor BAGLEY.

Education s417B—School Management. 3 points. Professor BAGLEY.

Education s431—Practicum. Current Problems in the Supervision of Kindergartens and the Training of Kindergarten Teachers. 4 points. Professor HILL.

Education s485—Supervision of Instruction in Secondary Schools. 4 points. Professor BRIGGS.

THEORY AND PRACTICE OF TEACHING**Methods in Kindergartens**

Education s231a—The Unification of the Kindergarten and the Primary School. 2 points. Miss MOORE.

Education s239A—The Dramatic Arts in Education. 2 points. Mrs. CAROLINE CRAWFORD MCLEAN.

Education s431—Current Problems in the Supervision of Kindergartens and the Training of Kindergarten Teachers. 4 points. Professor HILL.

Education 435A—A Study of Experiments in the Education of Young Children. 3 points. Professor HILL and Miss BURKE.

Kindergarten s55a—Music for the Kindergarten. 2 points. Miss KNEIP.

Kindergarten s102—Play Materials for the Kindergarten. 2 points. Miss GARRISON.

Kindergarten s103—Studies and Experiments with Materials Leading to the Fine Arts. 2 points. Miss BROWN.

Kindergarten s104—Studies and Experiments with Play Materials Leading to the Industrial Arts. 2 points. Miss BROWN and Miss GARRISON.

Kindergarten s107—Plays, Games and Drama for Young Children. 2 points. Mrs. CAROLINE CRAWFORD MCLEAN.

Kindergarten s110—Experimental Playground. 2 points. Miss RANKIN.

Methods in Elementary Schools

Education s10—Demonstration School. 1 point. Professor PEARSON, Mr. HUNT, and Miss DAY.

Education s31—Methods of Teaching in the Elementary School, with Special Reference to the Primary Grades. 2 points. Miss MOORE.

Education s32—Methods of Teaching in Upper Grades. 2 points. Miss GILDEMEISTER.

Education s33—Methods of Teaching in the Primary Grades, with Emphasis on Training Pupils How to Study. 2 points. Miss NOONAN.

Education s35—The Teaching of English in the Primary Grades. 2 points. Miss GILDEMEISTER.

Education s36—The Teaching of English in Grammar Grades. 2 points. Professor BAKER.

Education s37—Methods of Teaching English to Foreigners. 2 points. Mr. GOLDBERGER.

Education s145—Theory and Practice of Teaching and Supervising Industrial Arts in Elementary Schools. 2 points. Mrs. MOSSMAN and Professor BONSER.

Education s213A—Problems of Normal School Instruction. 2 points. Miss NOONAN.

Education s214—Socializing the Elementary School Curriculum. 2 points. Professor BONSER.

Education s214B—The Rural School Curriculum. 2 points. Professor PHELAN.

Education s231a—The Unification of the Kindergarten and the Primary School. 2 points. Miss MOORE.

Education s411A—Supervision of Teaching. 3 points. Professor HOSIC.

Education s411B—Measurement in Elementary Education. 3 points. Dr. McCALL.

Education s412B—Experimentation in Elementary Education. 3 points. Dr. McCALL.

Education s413—Practicum. The Making of the Elementary School Curriculum. 4 points. Professor BONSER.

Education s417—Experimental Teaching and Supervision. 3 points. Miss DAY.

Education s417x—Experimental Teaching and Practice in Supervision. 3 points. Miss DAY.

Education s417A—Normal School Curricula. 3 points. Professor BAGLEY.

Education s417B—School Management. 3 points. Professor BAGLEY.

Methods in Secondary Schools

General Courses

Education s199—The Organization of Science in the High School. 2 points. Professor CALDWELL.

Education s281—Conduct of the Recitation in Secondary Schools. 2 points. Professor STEVENS.

Education s284—Administrative Problems of the High School. 2 points. Superintendent THOMPSON.

Education s290—Social Organization and Control of the Secondary School. 2 points. Professor STEVENS.

Education s485—The Supervision of Instruction in Secondary Schools. 4 points. Professor BRIGGS.

Education s488—Practicum. The Survey of Secondary Schools. 4 points. Dr. FRETWELL.

Junior High School

Education s281A—The Theory and Practice of Teaching in the Junior High School. 2 points. Supervisor HILL.

Education s289A—Organization and Administration of the Junior High School. 2 points. Professor BRIGGS.

Education s301A—Materials and Methods for Teaching Applied Biology. 3 points. Professors BIGELOW and BROADHURST and Miss STACKPOLE.

Education s307B—The Teaching of Literature in the Junior High School. 3 points. Professor HOSIC.

Education s308B—The Teaching of English Composition and Grammar in the Junior High School. 3 points. Mr. LEONARD.

Education s212r—The Teaching of Regional Geography in the Junior High School. 2 points. Professor GREGORY.

Education s332A—The Teaching of History. 3 points. Professor JOHNSON.

Education s211c—Illustrative Lessons in Contemporary History. 2 points. Professor JOHNSON.

Education s133A—The Teaching of Government in Secondary Schools. 2 points. Professor DAWSON.

Education s212d—Illustrative Lessons in Government. 2 points. Professor DAWSON.

Education s151—Methods of Teaching Latin. 2 points. Dr. KIRTLAND.

Education s152—Demonstration Class in Beginning Latin. 2 points. Dr. KIRTLAND.

Education s211d—The Teaching of General Science in the Junior High School. 2 points. Mr. WILLIAMS.

Education s212t or s212p—The Teaching and Supervision of Mathematics in the Junior High School. 1 or 2 points. Professor UPTON.

Industrial Arts s101—Industrial Arts for the Junior High School. 2 points. Mr. EDGERTON.

Education s147—Theory and Practice of Teaching Industrial Arts in Junior High Schools. 2 points. Mr. EDGERTON.

Education s195C—Principles and Practices of Scouting and Scoutcraft. 2 points. Dr. FRETWELL, Mr. STETSON, and special lecturers.

Biology

Education s104—Social Hygiene and Sex-Education. 2 points. Miss STACKPOLE, Professor BIGELOW, and special lecturers.

Education s105—Nature-study for Teachers. 2 points. Professors BIGELOW and BROADHURST and Miss STACKPOLE.

Education s199—The Organization of Science in the High School. 2 points. Professor CALDWELL.

Education s199B—Special Problems in Science Teaching. 2 points. Professor CALDWELL.

Education s212g—The Teaching of Nature-Study in Elementary Schools. 1 point. Professors BROADHURST and BIGELOW.

Education s301A—Materials and Methods for Teaching Applied Biology. 3 points. Professors BIGELOW and BROADHURST and Miss STACKPOLE.

Biology s153—Biology Applied to Physiology and Hygiene for Teachers. 2 points. Miss STACKPOLE and Professor BIGELOW.

Biology s253—Problems of Applied Biology, including Bacteriology. 3 points. Professor BROADHURST.

Nature-Study s1—Biological Nature-Study. 2 points. Professor BROADHURST and Miss STACKPOLE.

English

Education s35—The Teaching of English in the Primary Grades. 2 points. Miss GILDEMEISTER.

Education s36—The Teaching of English in Grammar Grades. 2 points. Professor BAKER.

Education s37—Methods of Teaching English to Foreigners. 2 points. Mr. GOLDBERGER.

Education s61—The Foundations of High School Literature. 2 points. Professor ABBOTT.

Education s62—The Foundations of High School Composition. 2 points. Mr. HUDELSON.

Education s307A—The Teaching of Literature in Secondary Schools. 3 points. Professor BAKER.

Education s308A—The Teaching of English Composition in Secondary Schools. 3 points. Professor ABBOTT.

Education s307B—The Teaching of Literature in the Junior High School. 3 points. Professor HOSIC.

Education s308B—The Teaching of English Composition and Grammar in the Junior High School. 3 points. Mr. LEONARD.

Library Economy s2—Administration of the School Library. 2 points. Miss HALL and Miss WILSON.

French

Education s117—Demonstration Class in the Teaching of French. 2 points. Dr. CLARK.

Education s119—Methods of Teaching Conversational French and French Pronunciation. 2 points. Dr. CLARK.

Education s317A—The Teaching of French and Spanish in Secondary Schools. Study of Methods and Material. 3 points. Dr. CLARK.

Geography

Education s121—General Geography for Elementary Schools. 2 points. Professor GREGORY.

Education s212e—The Teaching of Geography in the Lower Grades. 1 point. Professor GREGORY.

Education s212f—The Teaching of Geography in the Upper Grades. 1 point. Professor GREGORY.

Education s212r—The Teaching of Regional Geography in the Junior High School. 2 points. Professor GREGORY.

German

Education s127B—Demonstration Class in the Teaching of German. 2 points. Miss KREYKENBOHM.

Education s128—German in Secondary Schools; Study of the Reading Text. 2 points. Miss KREYKENBOHM.

Education s327A—The Teaching of German in Secondary Schools. 3 points. Professor BAGSTER-COLLINS.

German s141—Phonetics. 2 points. Professor BAGSTER-COLLINS.

History

Education s332A—The Teaching of History. 3 points. Professor JOHNSON.

Education s211c—Illustrative Lessons in Contemporary History. 2 points. Professor JOHNSON.

Education s133A—The Teaching of Government in Secondary Schools. 2 points. Professor DAWSON.

Education s212d—Illustrative Lessons in Government. 2 points. Professor DAWSON.

Latin

Education s151—Methods of Teaching Latin. 2 points. Dr. KIRTLAND.

Education s152—Demonstration Class in Beginning Latin. 2 points. Dr. KIRTLAND.

Mathematics

Education s211e—The Teaching and Supervision of Elementary Arithmetic. First Six Grades. 1 point. Professor UPTON.

Education s212h—The Teaching and Supervision of Arithmetic. Grammar Grades. 1 point. Professor UPTON.

Education s212t or s212p—The Teaching and Supervision of Mathematics in the Junior High School. 1 or 2 points. Professor UPTON.

Education s357A—Theory and Practice of Teaching Algebra in Secondary Schools. 3 points. Professor UPTON and Mr. BRECKENRIDGE.

Education s157B—The Teaching of Mathematics in Commercial High Schools. 2 points. Mr. Schlauch.

Education s358A—Theory and Practice of Teaching Geometry in Secondary Schools. 3 points. Professor UPTON and Mr. BRECKENRIDGE.

Education s159—The Teaching of Applied Mathematics. 2 points. Mr. BRECKENRIDGE.

Education s160—The Teaching of Applied and Industrial Mathematics. 2 points. Mr. BRECKENRIDGE.

Mathematics s31—Industrial Mathematics. 2 points. Mr. BRECKENRIDGE.

Physical Science

Education s197—The Teaching of Physical Science in Secondary Schools. Physics. Mr. GOOD and Mr. VON HOFE.

Education s197A—The Teaching of Laboratory Physics in Secondary Schools. 2 points. Mr. GOOD and Mr. VON HOFE.

Education s198—The Teaching of Physical Science in Secondary Schools. Chemistry. 2 points. Mr. WILLIAMS.

Education s199—The Organization of Science in the High School. 2 points. Professor CALDWELL.

Education s199B—Special Problems in Science Teaching. 2 points. Professor CALDWELL.

Education s211d—The Teaching of General Science in the Elementary and in the Junior High Schools. 2 points. Mr. WILLIAMS and assistant.

Education s397—Practicum. The History and Teaching of Physical Science. 4 points. Mr. GOOD.

VOCATIONAL EDUCATION

Vocational Education

Education s293—Problems in Vocational Education. 2 points. Professor DEAN.

Education s293A—Administration of Vocational Education. 2 points. Professor DEAN.

Education s297—Vocational Guidance. 2 points. Professors SNEDDEN, DEAN, BONSER, and RUGER, and Dr. ALLINSON.

Education s297A—Current Problems in Practical Arts Education. 2 points. Professors DEAN, BONSER, SNEDDEN, and COOLEY, Miss CARNEY, and Superintendent THOMPSON.

Education s299A—Organization and Administration of Commercial Education. 2 points. Superintendent THOMPSON.

Rural Education

Education s139—Teaching Household Arts in Rural Schools. 2 points. Professor SPOHR.

Education s140—Directing Household Arts in Rural Communities. 2 points. Professor SPOHR.

Education s214B—The Rural School Curriculum. 2 points. Professor PHELAN.

Education s273—Rural Sociology in Relation to Education and Social Service. 2 points. Dr. W. H. WILSON.

Education s274—Rural Economics in Relation to the School. 2 points. Dr. W. H. WILSON.

Education s275—The Preparation of Rural Teachers. 2 points. Miss CARNEY.

Education s276—Rural School Administration and Supervision. 2 points. Professor PHELAN.

Religious Education

Education s261A—Teacher-training Courses in the Sunday School. 2 points. Miss TALLMAN.

Education s263A—The Use of the Bible in the Sunday School. 2 points. Miss TALLMAN.

Scouting and Recreational Leadership

Education s195C—Principles and Practices of Scouting and Scoutcraft. 2 points. Dr. FRETWELL, Mr. STETSON, and special lecturers.

Education s195D—Scout Executives Course. 2 points. Dr. FRETWELL, Mr. STETSON, and special lecturers.

PRACTICAL ARTS**Household Arts**

Education s135A—Teaching of Clothing, Textiles, and House Furnishing in Elementary Schools. 2 points. Miss CHACE.

Education s135B—Teaching of Foods, Nutrition, and Sanitation in Elementary Schools. 2 points. Miss MARSHALL.

Education s136A—Teaching of Clothing, Textiles, and House Furnishing in Secondary Schools. 2 points. Miss CHACE.

Education s136B—Teaching of Foods, Nutrition, and Sanitation in Secondary Schools. 2 points. Professor WINCHELL.

Education s137—Supervision of Household Arts in Schools. 2 points. Professor COOLEY.

Education s139—Teaching Household Arts in Rural Schools. 2 points. Professor SPOHR.

Education s140—Directing Household Arts in Rural Communities. 2 points. Professor SPOHR.

Household Arts s121—Household Chemistry, Advanced. 3 points. Professor VULTÉ.

Household Arts s225—Physiological Chemistry. 4 points. Professor GIES and Dr. HEFT.

Household Arts s210—Dietetics. 4 points. Professor ROSE.

Household Arts s131—Experimental Cookery. 4 points. Professor VAN ARSDALE and Miss MONROE.

Household Arts s231—Experimental Cookery, Advanced. 4 points. Professor VAN ARSDALE and Miss MONROE.

Household Arts s229—Problems in Cookery for Graduate Students. 4 points. Professor VAN ARSDALE.

Household Arts s283 and s284—Problems of Administration for Graduate Students. 2 points each course. Miss FISHER.

Household Arts s166—Household Budgets. 2 points. Professor ANDREWS.

Household Arts s265—Problems of Household Economic Science. 2 points. Professor ANDREWS.

Fine Arts

Education s111a—Teaching of Fine Arts. 1 point.

Fine Arts s251—Art Structure for Graduate Students. 3 points. Mrs. ATWELL and Miss BOAS.

Fine Arts s283—Advanced Painting for Graduate Students. 3 points. Mr. MARTIN.

Industrial Arts Education

Education s143a—Industrial Arts for Primary Grades. 1 or 2 points. Miss BENTLEY and Miss WELLES.

Education s143b and s144—Industrial Arts for Intermediate Grades. Each 2 points. Miss PATRICK and Miss WELLES.

Education s145—Theory and Practice of Teaching and Supervising Industrial Arts in Elementary Schools. 2 points. Mrs. MOSSMAN and Professor BONSER.

Education s147—Theory and Practice of Teaching Industrial Arts in Junior High Schools. 1 or 2 points. Mr. EDGERTON.

Education s147x—Practice Teaching, supplementary to Education s147.

Industrial Arts s101—Industrial Arts for the Junior High School. 2 points. Mr. EDGERTON.

Music and Speech

Education s161a—The Teaching of School Music. 2 points. Miss CURRY.

Education s161B—Demonstrations in the Teaching of School Music. 1 point. Miss CURRY.

Education s182—Dramatization. 2 points. Professor LATHAM.

Nursing and Health

Education s170—Teaching of Nursing Principles and Methods. 2 points. Professor STEWART.

Education s176—Teaching of Health Principles. 1 point. Professor STEWART.

Education s178—Organization and Supervision in Public Health Work. 1 point. Miss CRANDALL and special lecturers.

Physical Education

Hygiene s172—Personal Hygiene. 2 points. Professor WILLIAMS.

Education s185—Fundamentals of Playground and Recreation Work. 2 points. Mr. FETTE.

Education s189—Teaching of Physical Education. 2 points. Professor WILLIAMS, Miss COLBY, Miss WESTON, and Mr. WARDLAW.

Education s189x—Observation and Practice in Connection with Education s189. 1 point.

Education s191—Administration of Physical Education. 2 points. Professor WILLIAMS.

Education s192—Teaching of Hygiene in the Elementary School. 3 points. Miss REESOR.

Education s193—Dramatic Expression in Physical Education. 2 points. Madam ALBERTI and Miss COLBY.

FELLOWSHIPS, SCHOLARSHIPS AND GRANTS

Teachers College awards annually a number of fellowships, forty or more scholarships, and a number of grants for foreign research, all, except where special announcement is made to the contrary, open to men and women.

Fellowships and Research Scholarships

A special Fellowship Fund, of not less than four thousand dollars, is assigned annually at the discretion of the Faculties to Fellows and Research Scholars; the normal assignment to a fellowship being five hundred, that to a research scholarship two hundred and fifty dollars. Any unexpended balance in the Fellowship Fund may be assigned to graduate students under the regulations that obtain for the award of graduate scholarships.

The competition is open to all applicants who are qualified to become candidates for the higher degrees and diplomas and who give evidence of special fitness to pursue courses of advanced study and original investigation in the various fields of education, including practical arts education. The term of each fellowship is one year, dating from July 1, residence beginning at the opening of the academic year in September. In the event of a vacancy from any cause, the Faculties may fill such vacancy for the unexpired term in the same manner in which original appointments are made. A Fellow may be reappointed at the end of a year for reasons of weight. No Fellow may be appointed for more than two terms of one year each.

All Fellows are required to pursue their studies at this University during the term of their fellowship unless permission be granted them by the Faculties to study elsewhere. Every holder of a fellowship is expected to perform such duties as may be allotted to him in connection with his course of study, which must be one leading to a Master's or a Doctor's degree with a major in education. He will be expected some time during the academic year to give evidence of his progress by the preparation of an essay, the completion of a research, the delivery of a lecture, or by some similar method.

All stipends of Fellows are paid in ten equal installments, two installments being paid at the beginning of each half-year. The holder of a fellowship is required to pay all established fees. No Fellow is allowed to accept remunerative employment except by permission of the Dean, and the acceptance of any such employment, without such permission, shall operate to vacate the fellowship. In case of the failure of any Fellow to fulfil faithfully the obligations imposed upon him by the fellowship to which he has been appointed, he shall forfeit all privileges and emoluments conferred upon him by such fellowship, and the Faculties may at any time declare the fellowship vacant.

Applications for fellowships must be addressed to the Secretary of Teachers College, prior to March 1 preceding the academic year for which the appointment is desired, on blank forms which may be obtained from the Secretary.

The application must present evidence:

(a) of an academic training of a liberal character, preferably with one or more testimonials from officers of educational institutions previously attended;

(b) of decided fitness for undertaking original research in the field of education, such as a written or printed example or record of professional work already performed; and

(c) of upright character, such as a testimonial from a former instructor.

The Grace H. Dodge Fellowship (open to women only), of the annual value of five hundred dollars, established in 1914 in memory of Miss Dodge, is awarded by the Faculties of Teachers College. The educational standard required of applicants is the same as for other fellowships, but the holder may have the privilege of pursuing either graduate or professional courses in any department of the College.

National Headquarters Girl Scouts offers a fellowship of five hundred dollars for the academic year 1918-1919, available for study in the field of education in Teachers College; to be awarded by the Dean. The candidate must present evidence of interest in education and allied subjects, of an all-round developed character, of ability to develop practical educational activities for girls, and of promise of successful leadership in scouting for girls. The recipient of the fellowship shall devote herself unreservedly to study and practical work, and her program shall include not less than sixty hours of volunteer field work.

As soon as the awards are determined, a statement of the result is sent to each applicant.

Graduate Scholarships

Eight or more graduate scholarships, each of the annual value of one hundred and fifty dollars, for the term of one year, are awarded on the same general conditions as the fellowships. They may be renewed for a second term of one year in case the holder gives evidence of superior ability. In case any scholarship is not awarded in any year, or in case any scholarship becomes vacant, an additional scholar may be appointed to fill such vacancy. Teachers College Graduate Scholars are required to enroll themselves as candidates for a diploma and a higher degree with a major in education, and pursue a regular course of study leading thereto; and to perform such College duties, including proctoring in examinations, as may be assigned.

Stipends of scholars are paid in equal semi-annual installments, on the opening day of each half-year. Scholars are required to pay all established fees.

Applications for scholarships should be addressed to the Secretary of Teachers College, prior to March 1 preceding the academic year for which the appointment is sought, on blank forms which may be had on application. An applicant for a fellowship who is unsuccessful may allow his original application to remain on file as an application for a scholarship. As soon as the awards are determined, a statement of the result is sent to each applicant.

Foreign Research Fund

Teachers College established in 1910 a Foreign Research Fund to aid competent students in investigating special phases of education in foreign countries. In general this fund of one thousand dollars annually will be divided among several students so as to pay the extra cost of traveling and residence abroad.

Recipients of grants will work under the direction of the professors in charge of Comparative Education. They will be required to submit the result of their investigations in a form suitable for publication.

Applications for grants from this fund should be made on blanks to be obtained from the Secretary of Teachers College and to be returned to him for consideration by the Faculties on or before December 1 annually. Awards will be announced on or before December 15.

Recipients of grants should be prepared to start for Europe by the first of February, following.

(Grants from this fund are suspended during the war.)

Undergraduate and Special Scholarships

The following undergraduate and special scholarships are awarded annually. Applications should be made in the same manner as for graduate scholarships, on blank forms provided by the Secretary of the College, to be returned for consideration prior to March 1 preceding the academic year for which the appointment is sought.

1. The "Tileston Scholarship" (undergraduate), of the annual value of one hundred dollars, founded in 1891 by Mrs. Peter M. Bryson.

2. The Fine and Industrial Arts Alumni Scholarship, contributed by the alumni of the departments of Fine Arts and Industrial Arts; awarded (for the academic year 1918-1919) on the recommendation of the heads of the departments concerned.

3. The "Pond Scholarship" (undergraduate), of the annual value of seventy-five dollars, founded and endowed in 1895 by Mrs. Frank Porter.

4. The "Charlotte Louisa Williams Scholarship" (open only to women), of the annual value of one hundred and fifty dollars, founded and endowed in 1897 by Mrs. Peter M. Bryson and Miss Grace H. Dodge.

5. The "Earl Scholarship" (open only to men), of the annual value of one hundred and fifty dollars, founded and endowed in 1897.

6. The "Hoadley Scholarship," of the annual value of one hundred and twenty-five dollars, founded and endowed in 1899.

7. The "Runyan Scholarship," established in 1910, from the income of a fund given in memory of Mary Duncan Runyan, professor of Kindergarten from 1897 to 1905.

8. The Livingston Scholarships, from a fund of the annual value of five hundred dollars, given (from 1917 to 1919) by Mr. Cleveland H. Dodge; awarded by the Dean to foreign students, preferably missionary workers.

9. The "Delta Sigma Alumnae Scholarship," of the annual value of seventy-five dollars, given since 1910 by the Delta Sigma Alumnae Association; awarded annually by the Dean.

10. The "Caroline Scholarship," in Domestic Science, of the annual value of two hundred dollars, founded and endowed in 1903 by Miss Caroline Phelps Stokes.

11. Practical Arts Scholarships, from a fund of the annual value of one thousand dollars, awarded annually by the Faculty of Practical Arts.

12. The "Helen Hartley Jenkins Scholarship," of the annual value of two hundred and fifty dollars, given since 1910 by Mrs. Helen Hartley Jenkins; awarded annually by the Dean.

13. The "Army and Navy Scholarship," founded by the Society of the Daughters of the Cincinnati in 1906; awarded annually to the daughter of an officer of the regular army or navy of the United States, preferably of "Cincinnati" ancestry, upon the written nomination of the Society of the Daughters of the Cincinnati, attested by its seal and the signature of its President and Secretary. Provided that: In case this Society should fail to nominate a candidate on or before September 1, in any year, the Faculties shall have power to assign the scholarship to any properly qualified daughter of an officer of the regular army or navy of the United States. This Scholarship carries with it, besides free tuition in all or any of the courses offered by Teachers College, or by Columbia University in its behalf, an income of two hundred and eighty dollars.

14. The "Margaret Hoe Scholarship," of a value equal to the income of a fund of five thousand dollars, given by Mr. and Mrs. Richard M. Hoe; awarded annually by the Dean.

PRIZES

Prize of the Colonial Dames

A prize of fifty dollars in gold and a silver medal are awarded annually by the Society of Colonial Dames to that student of Teachers College who presents the best essay on a topic connected with the colonial history of America. Papers must be presented to the head of the department of History on or before April 20. The topics are publicly announced several months in advance.

Prize of the United Daughters of the Confederacy

A prize of one hundred dollars is awarded annually by the United Daughters of the Confederacy to that student of Teachers College who presents the best essay on a topic connected with the activity of the South before or during the war between the States. Papers must be presented to the head of the department of History on or before April 20. The topics are announced several months in advance.

Caroline Phelps Stokes Prize

A prize of \$40, to be known as the Caroline Phelps Stokes Prize, is awarded annually for the best essay upon the rights of man by a student who has been regularly enrolled in Columbia College, or Barnard College, or Teachers College, as a candidate for an academic degree for not less than one academic year.

COLLEGE LOAN FUNDS

Ruth Loan Fund

A fund known as the Ruth Loan Fund was established in 1896, to enable students in the later years of their courses to supplement means already at their command. Its advantages are usually open only to students who are already in residence. The amount loaned to any student in a single year averages \$75 and is never more than \$100. The student is required to give a note for the amount borrowed, payable at some definite time with interest at two per cent.

Applications should be made personally or in writing to the Controller of Teachers College.

General Loan Fund

A General Loan Fund, established by the Trustees of the College in 1897, and augmented by the graduation gifts of the classes of 1906, 1908, 1910, 1911, 1912, 1913, 1914, and 1916, is administered in the same way as the Ruth Loan Fund.

Applications should be made personally or in writing to the Controller of Teachers College.

The Mary Schenck Woolman Loan Fund

This loan fund was established in 1912 by the former students and colleagues of Mrs. Woolman, in recognition of her long service in Teachers College. It is open to students in residence in the School of Practical Arts, who must have temporary financial help and who intend subsequently to enter the department of Household Arts Edu-

cation, and to students in residence in the department of Household Arts Education. The student is required to give a note for the amount, payable at some definite time, with interest at two per cent.

Applications should be made to the Controller of Teachers College.

Nursing and Health Loan Fund

The Nursing and Health Branch of the Teachers College Alumni Association has established a loan fund to be used for regularly matriculated students in the second year of the Nursing and Health course. The regulations specify that not more than \$200 be loaned to any one student, that not more than \$400 be loaned in any one year, and that the loan be payable within a period of two years after leaving Teachers College, with interest at two per cent.

This fund was supplemented in 1914 by a gift from the Nurses' Club of Teachers College, the awards from which are made to senior students on the basis of promise of professional ability.

Applications should be made to the Controller of Teachers College.

BUILDINGS AND EQUIPMENT

Teachers College is situated on Morningside Heights, north of Central Park and between Riverside and Morningside Parks, occupying the block bounded by 120th Street, Amsterdam Avenue, 121st Street and Broadway, opposite the central campus of the University. The site commands views of both the Hudson and the Harlem Rivers. St. Luke's Hospital, the Cathedral of St. John the Divine, the Art School of the National Academy of Design, the Institute of Musical Art, and the Union Theological Seminary are in the immediate vicinity. The College is accessible from all parts of the city by the Broadway Subway to the Columbia University Station at Broadway and 116th Street; by the Sixth or Ninth Avenue elevated railroad lines to 116th or 125th Street; or by the surface lines on Amsterdam Avenue and on Broadway. The main entrance of the College is numbered 525 West 120th Street. The cable address of the College is "Teacol."

The buildings—five in number—are connected by corridors so that they form practically one building. The Main Building, erected in 1894, fronting on 120th Street, is devoted to general business offices (main floor); the laboratories, offices, conference, lecture, and class rooms of various departments of instruction (second and fourth floors); the Bryson Library with its connected rooms for reading and study (second and third floors); and science laboratories on the fourth floor. In a large room on the third floor is installed a laboratory of educational statistics, for the use of advanced students in education. The laboratory is fully equipped with modern calculating machines and statistical tables.

The Milbank Memorial Building, the gift of Mr. Joseph Milbank as a memorial to his parents, opened in September, 1897, contains the Memorial Chapel (first floor), and offices, laboratories, conference, lecture, and class rooms for a number of departments on the second, third and fourth floors.

The Macy Manual Arts Building, given in 1896 by Mrs. Josiah Macy as a memorial to her husband, is equipped for the departments of Fine Arts and Industrial Arts and contains a number of offices and large lecture rooms.

The Frederick Ferris Thompson Memorial Building, the gift of Mrs. Frederick F. Thompson, opened in 1904, adjoins the main building on the west, and contains, in addition to the offices, conference, laboratory,

and lecture rooms of the department of Physical Education, a large gymnasium and smaller exercise rooms, hand-ball courts, bowling alleys, shower baths, and a swimming pool for the women of the College and the pupils of the Horace Mann School.

The Household Arts Building, a gift of Miss Grace H. Dodge in memory of her mother, opened in 1909, adjoins the main building on the northeast and extends 150 feet along 121st Street, providing approximately an acre of floor space. The basement contains two laundry laboratories, and a laboratory for testing and experimental work. On the first floor are offices, lecture rooms, and the departmental library. The second floor has three large laboratories for instruction in Foods and Cookery, an experimental cooking laboratory, two dining-rooms, and necessary service rooms. The third floor is devoted to Textiles and Clothing, and includes four large studios for garment-making, dressmaking, and allied courses. The laboratories of Household Chemistry, Physiological Chemistry and Nutrition are on the fourth floor. The fifth floor has studios for Interior Decoration, Household Design, and Costume Design and Illustration, a Textile laboratory, and a Nutrition research laboratory. A flat-roof area of 2,000 square feet, accessible by elevator, is used for open-air classes of the Horace Mann Elementary School.

Adjoining the Thompson Building on the west is that of the Horace Mann School, the gift of Mr. and Mrs. V. Everit Macy, completed in 1901, and accommodating one thousand elementary and high-school pupils. It is a modern school building of the most advanced type, with an auditorium, a library, a gymnasium, a lunch room, offices for the departments of administration and instruction, and about forty conference, class, and recitation rooms. The exercise field is at 246th Street.

The Horace Mann School for Boys, a gift of the trustees and friends of the College, was opened in the fall of 1914. It is situated at 246th Street, west of Broadway, upon a plot originally acquired as an exercise field. The building is of the best construction, and fully equipped. The large field affords ample opportunity for the necessary sports and exercises of such a school throughout the academic year. The principal's residence, constructed at the same time, is near the school.

The building given by Mr. and Mrs. James Speyer for the Experimental School of the College, completed in 1902, is on Lawrence Street near Amsterdam Avenue, a five minutes' walk north of the College. It contains, besides offices, class-rooms, and laboratories for the accommodation of a junior high school of two hundred pupils, a library, a gymnasium and a model apartment.

The Lincoln School, the new experimental school of Teachers College opened in the fall of 1917, occupies a building at 646 Park Avenue, between 66th and 67th Streets. This building is a modern fire-proof structure, seven stories in height, which has been extensively remodelled to suit the purposes of The Lincoln School. Adequate playgrounds are provided near the school.

Whittier Hall, a ten-story fire-proof residence for women students, erected by a group of friends of the College in 1901, is now College property, and is fully described on page 116.

A section of the College grounds east of the main building, with a greenhouse, the gift of Mr. George Foster Peabody, is arranged for work in nature-study.

These special facilities of the College in buildings and equipment, representing an expenditure of more than four million dollars, are sup-

plemented by the facilities of other parts of the University, and by the many intellectual, artistic, historic, economic, social and religious opportunities of the city. Students are allowed special privileges by many institutions such as the Metropolitan Museum of Art, the National Academy of Design, the Art Students' League, the New York Public Libraries, the American Museum of Natural History, the Botanical Gardens, the Zoological Park, and the Aquarium.

TEACHERS COLLEGE SCHOOLS

In order to supplement its instruction in educational aims, curricula and methods, and to cultivate professional skill in meeting actual problems, Teachers College has developed as an integral part of its work the Horace Mann School and the Horace Mann School for Boys for observation and experiment, and the Speyer School for practice and experiment. These schools have a total enrollment of more than thirteen hundred pupils. In the fall of 1917 Teachers College added to its resources a third experimental school, known as The Lincoln School, which is conducted in co-operation with the General Education Board. Opportunity for observation in each of these schools and for discussion of the various problems which they present is open to all professional students in the College.

Horace Mann Schools

The main building of the Horace Mann School is adjacent to Teachers College. It includes the kindergarten, an elementary school of six years for boys and girls, and a high school of six years for girls. Two open-air school rooms are also maintained on the roof of the Household Arts Building, thus affording opportunity for experiments in this new field of teaching. The Horace Mann School for Boys is a country day school located in its new building near Van Cortlandt Park. The girls' high school offers programs of study both in preparation for college and for general education. The program of the boys' school primarily serves the needs of those who intend to enter college.

The Horace Mann Schools are constantly experimenting with different methods of instruction and with new types of curricula, and while meeting the formal requirements for college entrance; are thoroughly progressive.

Speyer School

The Speyer School has been reorganized as an academic junior high school under the Board of Education of New York City in co-operation with Teachers College. It will continue to be a school for experimentation, the problems now undertaken relating to the course of study and methods of teaching in the junior high school. The experimentation is giving special attention to the classification of pupils according to their mental ability, to the vitalization of the curriculum, and to a reduction in the time necessary to cover the curriculum through improved methods of instruction. Girls from the public schools receive instruction in household arts in the Speyer School laboratories under the direction of this department in Teachers College. The model apartment is used by the Hebrew Orphanage in co-operation with the department of household arts for an experiment in training high-school girls from an institutional home to live in smaller groups.

A more detailed description of the Horace Mann and Speyer Schools and their work is given in several publications for sale by the College Bureau of Publications. For a list of the instructors in these schools, see pp. 17-21.

The Lincoln School

In The Lincoln School an attempt is being made to organize a curriculum which emphasizes the interests and activities of actual life—social, civic, industrial, physical, intellectual, and ethical,—thus endeavoring to lead pupils to an appreciation of school work as organically connected with the interests of the home and community. Particular attention is directed to improvement of the ways and means of instruction and to the development of courses of instruction which are based upon the varied interests and activities of society. No subject matter is included in the courses of study merely because of traditional requirements, or merely for formal disciplinary ends, since it is desired to experiment with the theory that the best disciplines are secured through the use of materials which are in themselves related to common thought, use, and ideals.

The Lincoln School began its work on October 1, 1917, with an enrollment of 114 pupils, including both boys and girls, distributed throughout the first nine grades. In the first, second, and third grades, classes of approximately 20 each were admitted; and in the fourth, fifth, and sixth grades, a group of 17 pupils in these three grades was placed in one room as a combination grade group taught by one teacher. The junior high school grades seven, eight, and nine, have had 39 pupils. The plans for 1918-19 include full classes in all grades up to and including the tenth grade, the first year of senior high school. It is also planned to admit a few pupils on the eleventh year's work in order that they may serve to assist in the organization of courses to be given in the following year to a full class in the eleventh grade.

For a list of instructors in The Lincoln School see p. 22.

LIBRARIES

The Bryson Library of Teachers College

This library was founded by the late Mrs. Peter M. Bryson as a memorial to her husband. Including the two branch libraries in the Horace Mann and Speyer Schools, it contains 64,030 especially selected volumes, comprising works in English, French, German, and Latin on the history and philosophy of education, the theory and practice of teaching, school organization and administration, psychology, child study, sociology, fine arts, household arts, industrial arts, and physical education; several thousand reports of American and foreign state and city educational systems and special schools; a collection of 7,650 American text-books for all school grades; a collection of the text-books on all subjects taught in the schools of France and Germany, and many from other countries; and a collection of 700 volumes representing the historical development of books for children.

Although the main purpose of the library is to afford to students of education opportunities for research and advanced professional study, it also contains a selected list of general works on philosophy, history, music, literature, and science.

The Avery collection, presented and endowed by Mr. and Mrs.

Samuel P. Avery as a memorial to their daughter, Ellen Walters Avery, consists of about 2,350 volumes on literature, hymnology, music bibliography, and natural history. Most of these books are illustrated. The books on nature-study together with those in the regular library form one of the best working collections on the subject in the country.

The library serves also as a reading-room, and has on file over 340 of the leading French, German, English, and American periodicals, those bearing upon education being best represented. The annual additions to the library number about 3,000 volumes.

In addition to the collections described above, the Bryson Library has been since 1903 the repository from the main Library of the University of its entire collection of books bearing specifically upon the subject of education, a total of about 15,000 volumes.

The Reading Room of the School of Practical Arts is in the Household Arts Building. It contains a well-chosen technical library of over 7,850 bound volumes, on the subjects of industrial arts, including drawing, design, art-industries, woodworking and metalworking; household arts, including nutrition, dietetics, practical cookery, textile economics, history of costume, sewing, dressmaking and millinery, house design and decoration, household and institutional administration, hospital administration and nursing; social science; sanitation and health; and pamphlet collections of courses of study in elementary and secondary schools, normal schools and colleges.

The Library of Columbia University

Officers and students of Teachers College have the usual privileges of the main Library of the University, open each week day during the academic year from 8.30 A.M. to 10 P.M. The library contains 686,000 volumes, exclusive of unbound pamphlets and duplicates, and a collection of over 80,000 doctors' dissertations. The additions to the library average 30,000 volumes annually. Special mention may be made of its important collection of historical material for the study of American history, and its Avery Architectural Library, one of the most complete collections of its sort in the world.

The reference collection, in the general reading-room, consists of about 18,000 carefully selected reference books and standard editions of the most important works, representing the leading authors in all literatures.

Connected with the stacks in which are stored the books relating especially to the departments of Philosophy, Literature and Philology, the Sociological and Economic Sciences, Public Law, and History, are special study rooms open to authorized readers. This arrangement is intended to give to advanced students and investigators in these fields the fullest opportunity to carry on their work by the use of quiet rooms in the immediate vicinity of the complete literature of their subjects. For further information consult the *Readers' Manual* and *Library Rules*.

The Plimpton Library

Graduate students in Teachers College may, under reasonable restrictions, have access to the private library of George A. Plimpton, LL.D., for the purpose of investigating the history of education by means of early text-books. Dr. Plimpton has the largest collection of early printed arithmetics that has ever been brought together, and a larger number of mediæval manuscripts on the subject than can be

found in any other private library. His collection is also very rich in other early mathematical works and treatises on education, and it is quite unequalled in early geographies, readers, and Latin, Greek, and English grammars and dictionaries, as well as in books on rhetoric, logic, reading, spelling, and penmanship. The library has already been of great assistance to a number of graduate students in education, and it is proposed by Dr. Plimpton to make it even more serviceable. A catalogue of its rare arithmetics has been prepared under the direction of Professor Smith. From time to time Dr. Plimpton has loaned certain of his rare works for purposes of exhibit.

APPOINTMENT COMMITTEE

JAMES E. RUSSELL, LL.D., *Dean of Teachers College, ex-officio*
WILLIAM A. MADDOX, Ph.D., *Assistant Professor of Education, Chairman*
JAMES E. KEMP, E.M., *Professor of Geology*
FRANK M. McMURRY, Ph.D., *Professor of Elementary Education*
DAVID EUGENE SMITH, LL.D., *Professor of Mathematics*
WILLIAM P. TRENT, LL.D., *Professor of English Literature*
EDWARD L. THORNDIKE, Ph.D., *Professor of Educational Psychology*
GEORGE D. STRAYER, Ph.D., *Professor of Educational Administration*
ISABELLE L. PRATT, *Recorder*

The Appointment Committee recommends to school and institutional authorities who are seeking to fill vacancies, properly qualified candidates selected from present or former students. Recommendations are made and information furnished only upon the request of the authorities concerned. The Committee seeks to serve, without charge to either, the interests of both the students and the schools and institutions that may be in need of such aid.

Any student now or formerly registered in the University is eligible to enrollment with the Appointment Committee. Attention is called to the division of work between the Columbia University and the Teachers College Appointment Committees. The Columbia Appointment Committee (Mr. Levering Tyson, Secretary) accepts registration and makes recommendation for teaching positions in academic subjects in colleges or universities; also for positions in business, law, etc. The Appointment Committee at Teachers College accepts registration and makes recommendation for college and university positions in the teaching of education and in the field of practical arts; and for administrative, supervisory and teaching positions in normal, industrial, secondary and elementary schools and kindergartens, also in hospitals and similar institutions; that is to say, for any positions specific preparation for which is made in Teachers College.

All lines of educational work offer ample opportunity for specialization. The requisites of success are strength in ability, personality, and preparation. For men and women possessing these qualities in the highest degree the demand exceeds the supply. The general distribution of demands may be inferred from the following table giving totals of positions filled by students as they have left the College for the past seventeen years (1900-1917) and the same distribution for the past year (1916-1917):

Summary of Appointment Committee Reports, 1900 to 1917

	1900-17	1916-17
College and university positions.....	1,346	139
Normal school positions, including directors of training, instructors, and critics.....	972	77
Public school administration and supervision ¹	709	105
Secondary school teaching positions	2,536	205
Elementary school teaching positions.....	1,022	69
Kindergarten teaching positions.....	449	14
Household Arts, supervisors and teachers ²	2,311	336
Fine Arts, supervisors and teachers.....	434	40
Industrial Arts, supervisors and teachers.....	583	36
Physical Education, supervisors and teachers....	254	43
Music, supervisors and teachers.....	100	15
Nursing and Health ³	330	57
Miscellaneous	885	239
	<hr/> 11,931	<hr/> 1,375
Less names counted twice in the above tabulation	1,775	316
	<hr/> 10,156	<hr/> 1,059

The Appointment Committee renders assistance, wherever possible, to students who are obliged to defray part of their expenses while in college, by placing them in touch with such opportunities for part-time work as arise.

Communications should be addressed to the Chairman or to the Recorder of the Appointment Committee, Teachers College.

LIVING ARRANGEMENTS

University Dormitories

Detailed information concerning the University residences for men, the facilities and cost, may be obtained from the office of the Superintendent of Buildings and Grounds, Columbia University.

Whittier Hall

A hall of residence for the women students of Columbia University, known as Whittier Hall, erected in 1901 at an expense of over one million dollars, was presented to Teachers College in 1908.

The Directors of the Hall and their assistants are all women familiar with the needs of college students. The general administration of the house is in the hands of the House Director. The Director of the Dining-room is a trained dietitian of large experience. The Social Director of Teachers College lives in the Hall, and she and the Assistant Social Director, as housemothers, have supervision of the house life; the younger students, especially, being directly responsible to them. The Resident Nurse and her assistant, women of training and experience, have general charge of the physical welfare of the household, working in consultation with the Social Director, and under the advice of the College Physician.

¹ Includes superintendents and assistant superintendents of schools, principals and assistant principals of secondary, elementary, and industrial schools, and kindergartens.

² Includes supervisors and teachers of Domestic Science and supervisors and teachers of Domestic Art.

³ Includes administrative positions in hospital work.

The Hall adjoins Teachers College on the east. It is a fire-proof building, ten stories in height, especially designed and constructed for students' use. Every room is outside, and the arrangement is such that rooms may be rented singly or in suites of two or three. There is also a limited number of suites consisting of two rooms and private bath. The building is heated by steam and lighted by electricity. There is complete telephone and elevator service, and a system of shower, needle, and tub baths on each floor. The public parlors and reception rooms are on the main floor. The dining-rooms and restaurants are on the ninth floor and command extensive views over the city and the North and East rivers.

The rates for single furnished rooms in Whittier Hall are from \$310 upward, according to location. The rate for the majority of rooms is \$350. These rates include room rental for the academic year, holidays included, beginning before dinner on the day preceding the first day of registration in September and closing after breakfast on the day following commencement in June (see Calendar at the end of this Announcement) and also table board and plain laundry for one person during this period, except in the Christmas and Easter holidays. Payment is required in installments, viz., three-eighths on entrance, one-fourth on the first day of December, one-fourth on the first of February, and one-eighth on the first of April. No deduction is made for failure to occupy a room at the beginning or the end of the year, or for occasional absences, but in case a person is excluded from the Hall, or is obliged to leave on account of illness, rental will be charged only for the period of occupancy, at monthly rates.

Arrangements may be made, if desired, for board and laundry during the several vacations.

A deposit of \$10 is required of each applicant, and is retained until the end of the academic year, when it is returned less the amount assessed for unusual damage to room or furniture.

A descriptive circular with diagrams will be sent to any address on application to the House Director of Whittier Hall, 1230 Amsterdam Avenue, New York City, or to the Controller of Teachers College.

Residence Outside the Halls

Information and advice concerning desirable rooms and boarding places for both men and women may be obtained from the Assistant Social Director of Teachers College. Experience proves that personal inspection is necessary to suit individual tastes, and students are therefore advised not to complete arrangements until they arrive in New York City. If necessary, temporary arrangements can easily be made at that time until final choice has been determined.

Many students effect a material reduction in the cost of living by uniting in small groups for light housekeeping. Unfurnished apartments of from five to seven rooms in houses without elevators may be rented from \$40 a month upwards, and apartments of four rooms from \$30 a month up. Apartments furnished for housekeeping are occasionally available at proportionately higher rates. Kitchen privileges are frequently given with rooms offered for rent in the vicinity. Furniture can be purchased at favorable rates for housekeeping purposes, and older students are assisted to form themselves into groups and reduce their expenses in this way. *All women students under twenty-five years of age who are not living at home are required to live in Whittier Hall or obtain permission of the Social Director for living elsewhere.* Such students will not be allowed to complete their registration until their proposed living arrangements have been approved

by the Social Director, whose signature must be obtained. In general, the younger students are not expected to take rooms in places where no reception room is provided for their guests.

Students are warned that it is unsafe to engage rooms offered by unauthorized persons, and are urged to obtain the approval of the Assistant Social Director of the College in every instance.

The Women's Faculty Club of Columbia University

The Women's Faculty Club of the University has rented three apartments in the Lowell, one to serve the social purposes of the Club, the other two to furnish rooms and table board to a limited number of members. The Club admits graduate women students to associate membership on payment of \$5.00, which is half the regular annual dues. Membership entitles the graduate student to all the social privileges of the Club—use of tea-rooms, reading room, etc.—and gives her the privilege of living in the Club if she so desires. Voting privileges, however, are not extended to associate members. Rates for rooms vary from \$4.50 per week to \$6.50. Table board is \$7.00 per week. Graduate students who desire to join the Club will be assured of a cordial welcome from the faculty members. Application for rooms should be made well in advance to the Chairman of the House Committee.

STUDENT WELFARE

A Welfare Committee of seven faculty members, appointed by the Dean from the various departments of the College, has as its business the consideration of problems of student welfare other than those dealt with by the Committee on Instruction. The Social Director of the College and her assistants, working in close conjunction with this committee and with the College physicians, have charge especially of the women students in all matters outside their academic work, and the direction of their social life and welfare. One of these assistants maintains the directory of rooms and board for women living outside the residence hall; another, known as the College Visitor, keeps in friendly touch with this group, and advises them in times of difficulty; and one bears a similar relation to students resident in the Hall, the younger students there being directly under her care. In cases of emergency, students are expected to consult one of these officers immediately.

The College Physician and the assistant physicians, one of whom is a woman, give professional advice free of charge to students who consult them in their offices in the Thompson Building.

STUDENTS' EXPENSES

Statement Based on Students' Estimates of Average Total for the Academic Year, including Winter and Spring Sessions

	Low	Liberal
University fee	\$10	\$10
Tuition fee (ordinarily 30 to 36 points at \$6) ..	180	216
Books and stationery.....	20	40
Incidentals	60	150
Room (38 weeks).....	133	228
Board (35 weeks, vacations not included).....	175	210
Laundry	38	50
Total	\$616	\$904

See also rates for Whittier Hall on page 117.

Students of Textiles and Clothing should add to this estimate an expenditure for materials, varying according to the courses taken, as stated in the description of each course. A fair average total is \$20 yearly.

STUDENT ORGANIZATIONS

Student self-government is maintained in Teachers College through the Students' Executive Council, made up of thirteen members, four from the School of Education, six from the School of Practical Arts, including the president of the Whittier Hall Student Government Association which is responsible to the Council, and three from the Faculty. This Council meets regularly for the consideration and control of matters affecting the entire student body.

The professional and social life of both Schools of Teachers College is further promoted by numerous student organizations, such as the Administration, Secondary, Elementary, and Kindergarten Clubs; the Household Arts, Vocational, Rural, Advisers', and Women's Discussion Clubs; the Music, Nurses', and Physical Education Clubs; the Athletic and Dramatic Associations; the Red Cross Committee; the Young Men's and Young Women's Christian Associations, the Catholic Club, and the Jewish Forum. The religious groups are affiliated in the Federation of Religious Organizations.

Club rooms for the women students of the College were established in September, 1917, under the name of The Women's Club of Teachers College. An entire apartment was secured near the College, and a resident secretary placed in charge. Tea is served every afternoon to members and their friends, and the club serves in many ways as a neighborhood center for the students living outside the residence halls.

There are, furthermore, several other student organizations, such as the British Empire, Cosmopolitan, Christian Science, Women's Graduate, and Chinese Students' Clubs, belonging to the University as a whole, and therefore open to students in Teachers College. Another organization called The Columbia Dames brings together the wives and mothers of university students.

The advantages of Earl Hall, the building devoted to the religious, philanthropic, and social activities of the University, and the services of its Secretary, are also available for students of Teachers College. Students Hall, recently erected on the Barnard College Campus, is open as a social center to all women of the University.

TEACHERS COLLEGE RELIGIOUS SERVICES

Teachers College as a non-sectarian institution welcomes all creeds to its classes, and invites every student to join in its religious services, held at noon three times a week, in Milbank Memorial Chapel. The weekly program, arranged by a joint committee of Faculty members and students appointed by the Dean, includes a musical service under the direction of the music department and the College Choir; the Faculty Chapel, addressed by a member of the Faculties of Teachers College; and one meeting addressed by an outside speaker representing some one of the various religious associations.

Teachers College students are welcomed at the daily services conducted at twelve o'clock in St. Paul's Chapel of Columbia University under the direction of the Chaplain of the University; and also at the stated Sunday afternoon services at four o'clock.

The weekly meetings of the various religious organizations offer further opportunity to hear prominent leaders of religious thought and for the discussion of topics of special interest.

LECTURES AND RECITALS

In the course of the college year many public lectures and recitals, open without charge to students and their friends, are given before the student public, under the general auspices of the University, the College, or of the various student organizations.

TEACHERS COLLEGE PUBLICATIONS

Committee on Publications: Dean RUSSELL (Editor), Professors UPTON (Chairman and Associate Editor), LODGE, THORNDIKE, McFARLANE, and BAGLEY.

A descriptive price list of all publications may be obtained by addressing the Bureau of Publications, Teachers College.

THE TEACHERS COLLEGE RECORD

The TEACHERS COLLEGE RECORD is a serial publication issued by Teachers College, under the editorship of the Dean, for the purpose of presenting to the alumni and other students of education and to the public generally the views of the history and principles of education, of educational administration, and of the theory and practice of teaching as advocated and followed by Teachers College and its schools of observation and practice.

Up to January, 1915, each number of the RECORD treated a specific problem in the work of the kindergarten, elementary school, high school, or some department of college work. The topics presented have included the following: The history, organization and administration of Teachers College; the management of schools of observation and practice; the selection and arrangement of materials for curricula; outlines of courses of study in various subjects; the aims, methods, and results of instruction in the various school grades; syllabi of collegiate courses; and studies in the history and philosophy of education, school economy, and the theory and practice of teaching worked out in the College and its elementary and secondary schools.

Since January, 1915, the RECORD has been considerably enlarged so as to include in addition to monographs of the kind mentioned above numerous shorter articles covering each of the departments of educational specialization. There is also given news of the College, its departmental activities, and the alumni. The HOUSEHOLD ARTS REVIEW has been incorporated.

There are five numbers each year: January, March, May, September, and November. Subscription is \$1.50 per year, 40 cents per number; special discounts on orders for five or more copies.

Eighteen volumes (1900-1917) have been published. A complete list of contents may be obtained from the Bureau of Publications.

COLUMBIA UNIVERSITY CONTRIBUTIONS TO EDUCATION— TEACHERS COLLEGE SERIES

This series, established in 1905, continues the educational issues of the Columbia University Contributions to Philosophy, Psychology, and Education, and presents the results of research by officers or advanced students of the College in the history and philosophy of education, in

educational psychology, in kindergarten, elementary, and secondary education, in educational administration, and in related fields. Ninety volumes have been issued in this series.

TEACHERS COLLEGE LECTURES ON THE RELIGIOUS LIFE

Three volumes have been published in this series.

TECHNICAL EDUCATION BULLETINS

A series of pamphlets dealing with educational and technical problems in the field of the School of Practical Arts.

OTHER EDUCATIONAL BOOKS AND PAMPHLETS

The Bureau of Publications has published many text-books, reprints, monographs, bibliographies, and syllabi of courses other than the above series. A complete catalogue will be sent upon request.

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Teacher in Kindergartens	3
Supervisor of Kindergartens	13
Adviser to Women and Girls	5
Supervisor of Religious Education	3
Teacher of Religious Education	3
Supervisor of Rural Education	4
Teacher of Rural Education	1
Teacher of Biology	2
Teacher of English	37
Supervisor of English	3
Teacher of Fine Arts	24
Supervisor of Fine Arts	1
Designer and Interior Decorator	2
Teacher of French	4
Teacher of German	5
Teacher of History	16
Supervisor of History	2
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Dietitian	3
Rural Extension Worker	1
House Director	1
Teacher of Industrial Arts	8
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Supervisor of Latin	1
Teacher of Mathematics	9
Supervisor of Mathematics	10
Teacher of School Music	11
Supervisor of School Music	2
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Supervisor of Hygiene and Physical Education	1
Teacher of Physical Science	5
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TEACHERS COLLEGE

STUDENTS, 1917-18

A full list of students registered in 1917-18, will be sent on application to the Secretary of Teachers College.

I. Graduate students:

Candidates for the degrees Doctor of Philosophy, Master of Arts, Master of Science, and the Teachers College diploma, major in:

Administration of Education	89
Educational Sociology	18
Elementary Education	43
History of Education	13
Kindergarten Education	19
Philosophy of Education	25
Psychology of Education	45
Religious Education	33
Rural Education	8
Secondary Education	28
Vocational Education	17
Biology	9
English	64
Geography	2
History	27
Latin	5
Mathematics	55
Modern Language	11
Physical Science	13
Household Arts	72
Fine Arts	22
Industrial Arts	16
Music	7
Nursing and Health	5
Physical Education	18
Unclassified Graduate Students	114
Total	778

II. Undergraduate students:

Candidates for the degree of Bachelor of Science and the Teachers College Diploma:

Unclassified in Education	466
Seniors in Practical Arts	273
Juniors in Practical Arts	331
Sophomores in Practical Arts	166
Freshmen in Practical Arts	153
Unclassified in Practical Arts	218
	1607

III. Summary:

Total matriculated students in Teachers College	2385
Additional matriculated students both schools, Summer Session 1917	1380
Matriculated students from other parts of the University.....	370
Total matriculated students, Teachers College, from July 1, 1917.	4135

(In addition to the above there are 1189 students in the Horace Mann Schools, 593 extension students in the School of Practical Arts, and 2035 non-matriculated students in the Summer Session of 1917.)

ACADEMIC CALENDAR, 1918-1919

1918		
July	8—Monday.	Nineteenth Summer Session begins.
Aug.	1—Thursday.	Last day for filing applications for the Master's degree to be conferred in October.*
Aug.	16—Friday.	Nineteenth Summer Session ends.
Sept.	16—Monday.	Entrance examinations begin.
Sept.	18—Wednesday.	Registration (including the payment of fees) begins. Teachers College deficiency examinations.
Sept.	24—Tuesday.	Registration ceases for undergraduate students previously matriculated.*
Sept.	25—Wednesday.	Winter Session, 165th year, begins. Registration ceases for undergraduate students not previously matriculated.* Fellows and Scholars report to the office of the Dean of Teachers College.
Sept.	28—Saturday.	Registration ceases for graduate students. The privilege of later registration may be granted, up to October 19, on payment of a fee of \$5.
Oct.	1—Tuesday.	Last day for filing applications for Bachelor's degree to be conferred in October.* Last day for filing essay for the Master's degree to be conferred in October.
Oct.	5—Saturday.	Last day for changes in undergraduate programs.
Oct.	19—Saturday.	Last day for receiving late applications for registration for full credit. Last day for making changes in programs of graduate students.
Nov.	5—Tuesday.	Election day, holiday.
Nov.	27—Wednesday.	Thanksgiving service in St. Paul's Chapel.
Nov.	28—Thursday, to	
Nov.	30—Saturday, inclusive.	
Dec.	2—Monday.	Thanksgiving holidays.
		Last day for filing applications for the Master's degree to be conferred in February.*
Dec.	23—Monday to 1919.	
Jan.	4—Saturday, inclusive.	Christmas holidays.
Jan.	16—Thursday.	Mid-year entrance examinations begin.
Jan.	22—Wednesday.	Mid-year examinations begin.
Feb.	1—Saturday.	Registration for Spring Session (including the payment of fees) begins. Last day for filing applications for Bachelor's degree to be conferred in February.*
Feb.	4—Tuesday.	Winter Session ends. Registration ceases for students entering Spring Session.* Last day for filing essay for the Master's degree to be conferred in February.

* The privilege of later applications or registration may be granted on payment of a fee of \$5.

Feb. 5—Wednesday.	Spring Session begins. University service in St. Paul's Chapel. Fellows and Scholars report to the Dean of Teachers College.
Feb. 15—Saturday.	Last day for making changes in undergraduate programs.
Feb. 21—Friday and	Teachers College Alumni Conferences. Washington's Birthday, holiday. Last day for filing applications for Fellowships and Scholarships. Last day for filing applications for the Master's degree to be conferred in June.* Last day for receiving late applications for registration for full credit. Last day for making changes in programs for graduate students. Teachers College, deficiency examinations.
Feb. 22—Saturday.	
Feb. 22—Saturday.	
March 1—Saturday.	
April 1—Tuesday.	Last day for filing applications for examination for the degree of Doctor of Philosophy to be conferred in June.
April 15—Tuesday.	Last day for filing applications for Bachelor's degree to be conferred in June.*
April 17—Thursday, to April 21—Monday, inclusive.	Easter holidays.
April 28—Monday, to May 3—Saturday, 12 M. inclusive.	Undergraduate students in the School of Practical Arts file choice of studies for the following year.
May 15—Thursday, to May 17—Saturday, inclusive.	Preliminary examinations for candidacy for the degree of Doctor of Philosophy.
May 19—Monday.	Final examinations begin.
May 21—Wednesday.	Last day for filing essay for the Master's degree to be conferred in June.
May 30—Friday.	Memorial Day, holiday.
June 1—Sunday.	Baccalaureate Service.
June 4—Wednesday.	Commencement Day.
June 11—Wednesday.	Spring Session ends.
June 16—Monday.	Entrance examinations begin.
July 7—Monday.	Twentieth Summer Session begins.
Aug. 1—Friday.	Last day for filing applications for the Master's degree to be conferred in October.*
Aug. 15—Friday.	Twentieth Summer Session ends.
Sept. 15—Monday.	Entrance examinations begin.
Sept. 17—Wednesday.	Registration (including the payment of fees) begins.
Sept. 23—Tuesday.	Registration ceases for undergraduate students previously matriculated.*
Sept. 24—Wednesday	Winter Session, 166th year, begins.

* The privilege of later applications or registration may be granted on payment of a fee of \$5.

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TEACHERS COLLEGE BUILDINGS, SOUTHERN FRONT.

Horace
Mann
School

Physical
Education
Building

Milbank, Macy
and
Main Buildings

Household Arts
Building

Whittier Hall

(The Speyer School and the Horace Mann High School for Boys are not shown)



Columbia University
in the City of New York

TEACHERS COLLEGE

SCHOOL OF PRACTICAL ARTS

ANNOUNCEMENT

1918-1919

Published by
Teachers College, Columbia University
525 West 120th Street
New York City

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A.B., Cornell, 1887; Ph.D., Leipzig, 1894; LL.D., Dickinson, 1903; Colorado, 1905; McGill, 1909
- *HELEN KINNE.....*Professor of Household Arts Education*
Diploma, Teachers College, 1890
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A.B., Oberlin, 1888; A.M., 1891; M.D., Columbia, 1891
- WILLIAM JOHN GIES.....*Professor of Biological Chemistry*
B.S., Pennsylvania College, 1893; M.S., 1896; Sc.D., 1914; Ph.B., Yale, 1894; Ph.D., 1897
- ²ARTHUR WESLEY DOW.....*Professor of Fine Arts*
Pupil of Boulanger, Lefebvre, Doucet, and Delance; exhibitor in Salons of 1886, '87, '89; honorable mention, 1889; medals, Mechanics' Exhibition, Boston; Pan-American Exposition, Buffalo; director, Ipswich Summer School of Art, 1900-1906
- MARY ADELAIDE NUTTING.....*Professor of Nursing and Health*
Diploma, Johns Hopkins Hospital Training School for Nurses, 1891; superintendent of nurses and principal of training school, Johns Hopkins Hospital Training School, 1894-1907
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B.S., Ohio Wesleyan, 1894; M.S., Northwestern, 1896; Ph.D., Harvard, 1901
- HENRY CLAPP SHERMAN.....*Professor of Food Chemistry*
B.S., Maryland State College, 1893; Sc.D., 1913; A.M., Columbia, 1896; Ph.D., 1897
- CHARLES EDWARD LUCKE.....*Professor of Mechanical Engineering*
B.S., College of the City of New York, 1895; M.S., New York University, 1899; Ph.D., Columbia, 1902
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B.Pd., New York State Normal College, 1894; M.Pd., Michigan State Normal College, 1901; D.Pd., New York State College for Teachers, 1904
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B.S., Illinois, 1901; M.S., 1902; Ph.D., Columbia, 1910
- CHARLES HUBERT FARNSWORTH.....*Associate Professor of Music*
Student of music, Boston and Worcester; organist and teacher of music, Worcester, 1886-88; student of school music in England, 1894; France and Germany, 1909
- CLIFFORD BREWSTER UPTON.....*Secretary and Associate Professor of Mathematics*
A.B., Michigan, 1902; A.M., Columbia, 1907
- MAY B. VAN ARSDALE.....*Associate Professor of Household Arts*
B.S., Columbia, 1905
- ANNA M. COOLEY.....*Associate Professor of Household Arts Education*
B.S., Columbia, 1903
- MARY SWARTZ ROSE.....*Associate Professor of Household Arts*
B.L., Denison, 1901; B.S., Columbia, 1906; Ph.D., Yale, 1909

¹Absent on leave, Winter Session, 1918-19

²Absent on leave, Spring Session, 1918-19

* Died, Dec. 29, 1917

- ¹HERMANN T. VULTÉ.....*Assistant Professor of Household Arts*
Ph.B., Columbia, 1881; Ph.D., 1885
- WILLYSTINE GOODSSELL.....*Assistant Professor of Education*
B.S., Columbia, 1905; A.M., 1906; Ph.D., 1910
- ²JANE FALES.....*Assistant Professor of Household Arts*
B.S., Columbia, 1907
- AZUBAH JULIA LATHAM.....*Assistant Professor of Speech*
A.B., Boston, 1888; diploma, School of Expression, Boston, 1890
- GRACE CORNELL.....*Assistant Professor of Fine Arts*
Diploma, Pratt Institute, 1899; graduate student, 1899-1901; London School of Art, 1907-08; pupil of Swan, Brangwyn and Snell
- ALON BEMENT.....*Assistant Professor of Fine Arts*
Diploma, Boston Museum School of Fine Arts, 1896; Nääs Institute, Sweden, 1898; student, Ecole des Beaux-Arts, Paris, 1900-02
- CHARLES WILLIAM WEICK.....*Assistant Professor of Industrial Arts*
B.S., Ohio State University, 1898
- BENJAMIN R. ANDREWS.....*Assistant Professor of Household Arts*
A.B., Cornell, 1901; A.M., 1903; Ph.D., Columbia, 1909
- ALLAN ABBOTT.....*Assistant Professor of English*
A.B., Harvard, 1896; A.M., 1911
- ³ANNIE W. GOODRICH.....*Assistant Professor of Nursing and Health*
State Inspector of Training Schools for Nurses, New York State, 1910
- MARY THEODORA WHITLEY.....*Assistant Professor of Education*
B.S., Columbia, 1905; A.M., 1906; Ph.D., 1911
- JEAN BROADHURST.....*Assistant Professor of Biology*
B.S., Columbia, 1903; A.M., 1908; Ph.D., Cornell, 1914
- CLIFFORD D. CARPENTER.....*Assistant Professor of Chemistry*
B.Pd., Michigan State Normal College, 1905; A.B., 1906; Ph.D., University of Chicago, 1915
- CORA MARGUERITE WINCHELL.....*Assistant Professor of Household Arts Education*
B.S., Columbia, 1909
- EMMA H. GUNTHER.....*Assistant Professor of Household Arts*
B.S., Columbia, 1911; A.M., 1915
- J. MONTGOMERY GAMBRILL.....*Assistant Professor of History*
A.M., Columbia, 1913
- ANNA WOODS BALLARD.....*Assistant Professor of French*
A.B., Toronto, 1900; A.M., 1913; diploma in French and German, Association phonétique internationale, 1908; student, University of Berlin, 1907-08
- WILHELMINA SPOHR.....*Assistant Professor of Household Arts Education*
B.S., Kansas State Agricultural College, 1897; diploma, Stout Institute, 1907; B.S., Columbia, 1914; A.M., 1917
- ISABEL MAITLAND STEWART.....*Assistant Professor of Nursing and Health*
B.S., Columbia, 1911; A.M., 1913

¹ Absent on leave, Winter Session, 1918-19

² Absent on leave, Spring Session, 1918-19

³ Absent on leave, 1918-19

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A.B., Yale, 1873; A.M., 1900; LL.D., Baylor, 1912
- JOHN FRANCIS WOODHULL.....*Professor of Physical Science*
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- FRANKLIN THOMAS BAKER.....*Professor of English Language and Literature*
A.B., Dickinson, 1885; A.M., 1889; Litt.D., 1908; A.M., Columbia, 1900
- RICHARD ELWOOD DODGE.....*Emeritus Professor of Geography*
A.B., Harvard, 1890; A.M., 1894
- *HELEN KINNE.....*Professor of Household Arts Education*
Diploma, Teachers College, 1890
- ²FRANK MORTON McMURRY.....*Professor of Elementary Education*
Ph.D., Jena, 1889
- GONZALEZ LODGE.....*Professor of Latin and Greek*
A.B., Johns Hopkins, 1883; Ph.D., 1886; LL.D., Franklin and Marshall, 1901
- DAVID EUGENE SMITH.....*Professor of Mathematics*
Ph.B., Syracuse, 1881; Ph.M., 1884; Ph.D., 1887; M.Pd., Michigan State Normal College, 1898; LL.D., Syracuse, 1905
- THOMAS DENISON WOOD.....*Professor of Physical Education*
A.B., Oberlin, 1888; A.M., 1891; M.D., Columbia, 1891
- PAUL MONROE.....*Professor of the History of Education and Director of School of Education*
B.S., Franklin, 1890; Ph.D., Chicago, 1897; LL.D., Peking, China, 1913
- JULIUS SACHS.....*Emeritus Professor of Secondary Education*
A.B., Columbia, 1867; A.M., 1871; Ph.D., Rostock, 1871
- FREDERICK J. E. WOODBRIDGE.....*Johnsonian Professor of Philosophy*
A.B., Amherst, 1889; A.M., 1898; LL.D., 1903; LL.D., University of Colorado, 1915
- EDWARD LEE THORNDIKE.....*Professor of Educational Psychology*
A.B., Wesleyan, 1895; Harvard, 1896; A.M., 1897; Ph.D., Columbia, 1898
- ²ARTHUR WESLEY DOW.....*Professor of Fine Arts*
Pupil of Boulanger, Lefebvre, Doucet, and Delance; exhibitor in Salons of 1886, '87, '89, honorable mention, 1889; medals, Mechanics' Exhibition, Boston; Pan-American Exposition, Buffalo; director, Ipswich Summer School of Art, 1900-1906
- JOHN DEWEY.....*Professor of Philosophy*
A.B., Vermont, 1879; Ph.D., Johns Hopkins, 1884; LL.D., Wisconsin, 1904; Vermont, 1910; Michigan, 1913; Johns Hopkins, 1915; Illinois College, 1917
- HENRY JOHNSON.....*Professor of History*
B.L., Minnesota, 1889; A.M., Columbia, 1902
- MAURICE ALPHEUS BIGELOW.....*Professor of Biology and Director of School of Practical Arts*
B.S., Ohio Wesleyan, 1894; M.S., Northwestern, 1896; Ph.D., Harvard, 1901
- CHARLES T. MCFARLANE.....*Controller and Professor of Geography*
B.Pd., New York State Normal College, 1894; M.Pd., Michigan State Normal College, 1901; D.Pd., New York State College for Teachers, 1904
- GEORGE DRAYTON STRAYER....*Professor of Educational Administration*
A.B., Johns Hopkins, 1903; Ph.D., Columbia, 1905

²Absent on leave, Spring Session, 1918-19

* Died, Dec. 29, 1917

- DAVID SNEDDEN.....*Professor of Education*
A.B., Stanford, 1897; A.M., Columbia, 1901; Ph.D., 1907
- ¹FREDERICK GORDON BONSER.....*Professor of Education*
B.S., Illinois, 1901; M.S., 1902; Ph.D., Columbia, 1910
- ARTHUR D. DEAN.....*Professor of Vocational Education*
B.S., Massachusetts Institute of Technology, 1896; Sc.D., 1914
- OTIS WILLIAM CALDWELL.....*Professor of Education and
Director of The Lincoln School*
B.S., Franklin College, 1894; Ph.D., University of Chicago, 1898
- WILLIAM C. BAGLEY.....*Professor of Education*
B.S., Michigan Agricultural College, 1895; M.S., University of Wisconsin, 1898; Ph.D., Cornell University, 1900
- WILLIAM HEARD KILPATRICK.....*Professor of Education*
A.B., Mercer, 1891; A.M., 1892; Ph.D., Columbia, 1912
- CHARLES HUBERT FARNSWORTH.....*Associate Professor of Music*
Student of music, Boston and Worcester; organist and teacher of music, Worcester, 1886-88; student of school music in England, 1894; France and Germany, 1909
- ELIJAH WILLIAM BAGSTER-COLLINS....*Associate Professor of German*
A.B., Brown, 1897; A.M., Columbia, 1898
- THOMAS HENRY BRIGGS.....*Associate Professor of Education*
A.B., Wake Forest, 1896; Ph.D., Columbia, 1914
- CLIFFORD BREWSTER UPTON.....*Secretary and Associate Professor
of Mathematics*
A.B., Michigan, 1902; A.M., Columbia, 1907
- ANNA M. COOLEY....*Associate Professor of Household Arts Education*
B.S., Columbia, 1903
- PATTY SMITH HILL.....*Associate Professor of Education*
Diploma, Louisville Kindergarten Training School, 1889; principal, Louisville Kindergarten Training School, and supervisor of kindergartens, 1893-1905
- VIRGIL PRETTYMAN.....*Principal of Horace Mann School for Boys,
with rank of Assistant Professor*
A.B., Dickinson, 1892; A.M., 1895; Ph.D., 1905
- HENRY CARR PEARSON.....*Principal of Horace Mann School,
with rank of Assistant Professor*
A.B., Harvard, 1892
- HENRY ALFORD RUGER..*Assistant Professor of Educational Psychology*
A.B., Beloit, 1895; A.M., Chicago, 1905; Ph.D., Columbia, 1910
- ²ROMIETT STEVENS.....*Assistant Professor of Secondary Education*
B.S., Columbia, 1907; A.M., 1908; Ph.D., 1912
- ³ALBERT AMÉDÉE MÉRAS.....*Assistant Professor of French*
A.B., College of the City of New York, 1900; A.M., New York University, 1904; Ph.D., 1908
- ³MARION REX TRABUE.....*Assistant Professor of Education*
A.B., Northwestern, 1911; A.M., Columbia, 1914; Ph.D., 1915
- TRUMAN L. KELLEY.....*Assistant Professor of Education*
A.B., University of Illinois, 1909; A.M., 1911; Ph.D., Columbia, 1914
- WILLIAM ARTHUR MADDOX.....*Assistant Professor of Education*
A.B., William and Mary, 1904; A.M., Columbia, 1911; Ph.D., 1918

¹ Absent on leave, Winter Session, 1918-19

² Absent on leave, Spring Session, 1918-19

³ Absent on leave, 1918-19

(The following two advisers have seats, by invitation, in the Faculty of Education.)

GEORGE ALBERT COE...*Professor of Religious Education and Psychology, Union Theological Seminary, and Adviser in Religious Education, Teachers College*

A.B., University of Rochester, 1884; A.M., 1888; LL.D., 1909; S.T.B., Boston, 1887; Ph.D., 1891

WARREN H. WILSON....*Associate in Education and Adviser in Rural Education*

A.B., Oberlin, 1890; A.M., 1894; D.D., 1916; Ph.D., Columbia, 1907; D.D., Tusculum College, 1912

II—OTHER OFFICERS OF INSTRUCTION

Professors

CHARLES SEARS BALDWIN.....*Professor of Rhetoric and English Composition in Columbia University*

A.B., Columbia, 1888; A.M., 1889; Ph.D., 1894

JULIUS AUGUST BEWER.....*Professor of Old Testament History and Theology in Union Theological Seminary*

B.D., Union Theological Seminary, 1898; Ph.D., Columbia, 1900

ROBERT EMMET CHADDOCK.....*Associate Professor of Statistics in Columbia University*

A.B., Wooster College, 1900; A.M., Columbia, 1906; Ph.D., 1908

GEORGE PHILIP KRAPP...*Professor of English in Columbia University*

A.B., Wittenberg, 1894; A.M., 1897; Ph.D., Johns Hopkins, 1899

Associates

WILLIAM EDWIN BRECKENRIDGE.....*Associate in Mathematics*

A.B., Yale, 1893; A.M., 1902

MABEL CARNEY.....*Associate in Education*

Diploma, State Normal School, DeKalb, Illinois; student, Teachers College, 1909-10

³WALTER H. EDDY.....*Associate in Physiological Chemistry*

B.S., Amherst, 1898; A.M., Columbia, 1908; Ph.D., 1909

NICKOLAUS LOUIS ENGELHARDT.....*Associate in Education*

A.B., Yale, 1903

ELBERT K. FRETWELL.....*Associate in Scouting and Recreational Leadership and Instructor in Secondary Education*

A.B., La Grange, 1899; A.M., Brown, 1905; Ph.D., Columbia, 1917

FRANK WILLIAM HART.....*Associate in Education*

A.B., Indiana University, 1908; graduate student, Teachers College, 1916-17

ISAAC L. KANDEL.....*Associate in Education*

A.B., Manchester, 1902; A.M., 1906; Ph.D., Columbia, 1910

WILLIAM JACOB KRAFT.....*Associate in Music*

B.Mus., Yale, 1902

THOMAS H. POWERS SAILER.....*Associate in Education*

A.B., Princeton, 1889; Ph.D., Pennsylvania, 1895

Instructors

LOUISE S. ATKINSON.....*Instructor in Kindergarten Education*

B.S., Columbia, 1912

MATTHEW GRUENBERG BACH.....*Instructor in German*

A.B., Trinity, 1910; A.M., Columbia, 1911

³Absent on leave, 1918-19

- EMMA R. BAKER.....*Instructor in Household Arts*
Simmons College certificate in institutional management, 1906
- LYDIA RAY BALDERSTON.....*Instructor in Household Arts*
B.S., Columbia, 1911; A.M., 1915
- LAURA IRENE BALDT.....*Instructor in Household Arts*
B.S., Columbia, 1910
- ³CLYDE A. BOWMAN.....*Instructor in Industrial Arts*
B.S., Columbia, 1915
- GRACE LILLIAN BROWN.....*Instructor in Kindergarten Education*
B.S., Columbia, 1916
- AGNES BURKE.....*Instructor in Kindergarten Education*
B.S., Columbia, 1913
- EDITH P. CHACE.....*Instructor in Household Arts Education*
B.S., Columbia, 1915
- CLARA FRANCES CHASELL.....*Instructor in Experimental Education*
A.B., Cornell College, 1912; M.Di., Iowa State Teachers College, 1913; A.M., Northwestern University, 1914; graduate student, Columbia, 1916-17.
- ERICA CHRISTIANSEN.....*Instructor in Household Arts Education*
B.S., Columbia, 1917
- GERTRUDE K. COLBY.....*Instructor in Physical Education*
Diploma, Harvard Summer School of Physical Education, 1910; diploma, Teachers College, 1912
- ANNA COLMAN.....*Instructor in Household Arts*
A.B., Smith, 1914; B.S., Columbia, 1916; A.M., 1917
- ELIZABETH CHRISTINE COOK.....*Instructor in English*
A.B., Smith, 1899; A.M., Columbia, 1902; Ph.D., 1912
- MARGARET ZERBE COWL.....*Instructor in Music*
Diploma, Teachers College, 1903; student, piano music, in France and Germany; pupil of E. A. McDowell, Raphael Joseffy and Harold Bauer
- MARIE GRACE DASCHBACH.....*Instructor in Music*
Pupil of John Dennis Mehan.
- GRACE ALICE DAY.....*Instructor in Elementary Education*
B.S., Columbia, 1911
- LUCIA WILLIAMS DEMENT.....*Instructor in Fine Arts*
Diploma Art Institute of Chicago, 1905; diploma, Teachers College, 1908
- HELEN ELIZABETH DILLER.....*Instructor in English*
B.S., Columbia, 1914; A.M., 1916
- LILLIAN CURTIS DREW.....*Instructor in Physical Education*
Diploma, Boston Normal School of Gymnastics, 1893
- HAROLD U. FAULKNER.....*Instructor in History*
A.B., Wesleyan University, 1913; A.M., Columbia, 1915; Ph.D., 1916
- KATHARINE A. FISHER.....*Instructor in Household Arts*
B.S., Columbia, 1916
- ELSA L. FRAME.....*Instructor in Household Arts*
Certificate, Toledo Manual Training School, 1912
- CHARLOTTE A. FRANCIS.....*Instructor in Chemistry*
B.S., Columbia, 1906; A.M., 1912
- LUCILE GRACE FRENCH.....*Instructor in Household Arts*
Diploma, Framingham, Mass., Normal School, 1906

³Absent on leave, 1918-19

- HELEN FROST.....*Instructor in Physical Education*
Student, Teachers College, 1916-17
- CHARLOTTE GANO GARRISON.....*Instructor in Kindergarten Education*
B.S., Columbia, 1909
- ARTHUR I. GATES.....*Instructor in Psychology*
B.L., University of California, 1914; A.M., 1915; Ph.D., Columbia, 1917
- FRED FOREMAN GOOD.....*Instructor in Physical Science*
A.B., Juniata, 1909; A.M., Columbia, 1911
- HELEN CRANDELL GOODSPEED...*Instructor in Household Arts Education*
B.S., Columbia, 1917
- ELIZABETH GUILFORD.....*Instructor in Household Arts*
and *Steward*
B.S., Columbia, 1916
- LILIAN M. B. GUNN.....*Instructor in Household Arts*
Diploma, Teachers College, 1913
- MAY MARGARET HALLETT.....*Instructor in Household Arts*
- HÉLÈNE J. HARVITT.....*Instructor in French*
A.B., Columbia, 1907; Ph.D., 1913
- HATTIE L. HEFT.....*Instructor in Biological Chemistry*
B.S., Louisville, 1912; M.S., 1913; A.M., Columbia, 1914; Ph.D., 1917
- JESSICA M. HILL.....*Instructor in English*
B.S., Columbia, 1912; A.M., 1913
- LETA STETTER HOLLINGWORTH...*Instructor in Educational Psychology*
A.B., Nebraska, 1906; A.M., Columbia, 1913; Ph.D., 1916
- GEORGE T. HOLM.....*Instructor in Physical Training*
Instructor, Brookline, Mass., 1900-05; Sargent Normal School of Physical Training and Wellesley College, 1902-04; Harvard Summer School, 1903-04
- LEILA JOHNSON.....*Instructor in Household Arts*
B.L., University of Minnesota, 1893
- SUSAN JOHNSON.....*Instructor in Nursing and Health*
Student, Normal School, Berkeley, California; student, University of California
- HELEN LATHAM.....*Instructor in Music*
Diploma, American Institute of Normal Methods, 1901; Teachers College, 1905
- W. A. MCCALL.....*Instructor in Experimental Education*
B.S., Cumberland College, 1911; A.B., Lincoln Memorial University, 1913; A.M., Columbia, 1914; Ph.D., 1916
- JANET ROWLAND MCCASTLINE.....*Recorder, Department*
of *Physical Education*
A.B., Columbia, 1902; A.M., 1905
- MARY G. MCCORMICK.....*Instructor in Household Arts*
A.B., Cornell, 1906; A.M., Columbia, 1908
- ELLEN BEERS MCGOWAN.....*Instructor in Household Arts*
B.S., Columbia, 1910
- MAUD MARCH.....*Instructor in Physical Education*
Diploma, Anderson Normal School, 1893
- JOSEPHINE A. MARSHALL.....*Instructor in Household Arts Education*
B.S., Columbia, 1911
- CHARLES J. MARTIN.....*Instructor in Fine Arts*
Diploma, Teachers College, 1909; student, Art Students League, 1906; student, Paris, 1913-14; exhibitor in Salon of 1914
- CHARLES HENRY MEEKER.....*Instructor in Fine Arts*
B.S., Columbia, 1917

- DAY MONROE.....*Instructor in Household Arts*
A.B., W-shburn College, 1908; A.M., Columbia, 1916
- ANNIE E. MOORE.....*Instructor in Elementary and Kindergarten Education*
B.S., Columbia, 1910; A.M., 1915
- LOIS COFFEY MOSSMAN.....*Instructor in Elementary Education*
B.S., Columbia, 1911
- MARGARET ELEANOR NOONAN.....*Instructor in Education*
B.S., Columbia, 1915; graduate student, Teachers College, 1916-17
- BELLE NORTHRUP.....*Instructor in Fine Arts*
Student, Academie Moderne, Paris, 1914; B.S., Columbia, 1917
- FRANK C. PANUSKA.....*Instructor in Industrial Arts*
- SARA LYMAN PATRICK.....*Instructor in Industrial Arts Education*
B.S., Columbia, 1913; A.M., 1916
- JULIA PATTON.....*Instructor in English*
A.B., Oberlin, 1895; A.M., Columbia, 1908
- MARY HENLEY PEACOCK.....*Instructor in Household Arts*
Ph.B., Earlham, 1898; diploma, Drexel Institute, 1901
- MARY EVERETT RANKIN.....*Instructor in Kindergarten Education*
B.S., Columbia, 1913
- BERTHA E. SHAPLEIGH.....*Instructor in Household Arts*
Diploma, Boston Cooking School, 1896
- LYDIA SOUTHARD.....*Instructor in Household Arts*
A.B., Wellesley, 1899
- CAROLINE E. STACKPOLE.....*Instructor in Biology*
B.S., Columbia, 1906; A.M., 1907
- SERENO STETSON....*Instructor in Scouting and Recreational Leadership*
- CORNELIA H. STONE.....*Instructor in Household Arts*
A.B., Wesleyan University, 1897
- LAVINIA TALLMAN.....*Instructor in Religious Education*
A.B., Vassar, 1904; A.M., Columbia, 1914
- SALLIE B. TANNAHILL.....*Instructor in Fine Arts*
B.S., Columbia, 1915
- EDWARD THATCHER.....*Instructor in Fine and Industrial Arts*
Diploma, Pratt Institute, 1902
- EVELYN SMITH TOBEY.....*Instructor in Household Arts*
B.S., Columbia, 1908
- CHARLES BABCOCK UPJOHN.....*Instructor in Fine Arts*
Pupil of Olin L. Warner and Karl Bitter
- SADIE B. VANDERBILT.....*Instructor in Household Arts*
B.S., Columbia, 1910
- BESSIE SCOTT WHITE.....*Instructor in Household Arts*
Diploma, Teachers College, 1912
- RUTH WILMOT.....*Instructor in Household Arts*
Diploma, Teachers College, 1907
- BERNADINE MEYER YUNCK.....*Instructor in Physical Education*
Diploma, Teachers College, 1912

Lecturers

- MARY LINTON BOOKWALTER ACKERMAN..*Lecturer in House Decoration*
- EVA ALLEN ALBERTI.....*Lecturer in Physical Education*
A.M., Alfred University

- MAY ALLINSON.....*Lecturer in Household Arts*
A.B., University of Illinois, 1906; A.M., 1907; Ph.D., Columbia, 1916
- S. JOSEPHINE BAKER.....*Lecturer in Nursing and Health*
M.D., Woman's Medical College of the New York Infirmary, 1898; D.P.H.,
New York University, 1917
- ANNA BARROWS.....*Lecturer in Household Arts*
Diploma, Boston Cooking School, 1886
- CHARLES FREDERICK BOLDUAN.....*Lecturer in Nursing and Health*
M.D., Columbia, 1901
- FLORENCE EVELYN CARLING.....*Lecturer in Nursing and Health*
Diploma, St. Luke's Hospital Training School for Nurses, 1909; B.S., Colum-
bia, 1917
- THATCHER CLARK.....*Lecturer in French*
A.B., George Washington University, 1898; A.M., Harvard, 1899; Ph.D., 1902
- EVELYN LAWRENCE COLLINS.....*Lecturer in Nursing and Health*
Kindergarten certificate, Teachers College, 1891; student, Teachers College,
1901, 1903, 1904, 1907
- ELLA PHILLIPS CRANDALL.....*Lecturer in Nursing and Health*
Diploma, Philadelphia Hospital School for Nurses, 1897; student, School of
Philanthropy, 1909-10
- ELIZABETH E. FARRELL.....*Lecturer in Educational Psychology*
B.S., New York University, 1906
- EUGENE GIBNEY.....*Lecturer in Physical Education*
A.B., College of the City of New York, 1900
- ROWLAND HAYNES.....*Lecturer in Physical Education*
A.B., Williams, 1902; A.M., Clark University, 1905
- ROYAL STORRS HAYNES.....*Lecturer in Nursing and Health*
Ph.B., Cornell, 1899; M.D., Columbia, 1903
- JOSEPHINE HEMENWAY KENYON.....*Lecturer in Nursing and Health*
A.B., Pritchett College, Glasgow, Mo., 1898; A.M., 1900; M.D., Johns Hopkins
University, 1904
- MARCIA MEAD.....*Lecturer in Household Arts*
Certificate of proficiency, School of Architecture, Columbia, 1913
- LINETTE ALTHANA PARKER.....*Lecturer in Nursing and Health*
B.S., Columbia, 1912
- EDWARD HARTMAN REISNER.....*Lecturer in Education*
A.B., Yale, 1908; A.M., 1909; Ph.D., Columbia, 1914
- AGNES LOW ROGERS.....*Lecturer in Experimental Education*
A.M., St. Andrew's University, Scotland, 1907; Ph.D., Columbia, 1917
- NORMAN THOMAS.....*Lecturer in Education*
A.B., Princeton, 1905; D.D., Union Theological Seminary, 1911
- EUN VAN KLEECK.....*Lecturer in Physical Education*
A.B., Columbia, 1910; M.D., 1912
- LILLIAN D. WALD.....*Lecturer in Nursing and Health*
Graduate New York Hospital Training School for Nurses; LL.D., Mount
Holyoke, 1912
- MAY JOSEPHINE WIETHAN.....*Lecturer in Music*
Paris, 1906-07; A.C.M. (Honorable Associate of the College of Musicians),
1907; Royal College of Music, London, 1907-08; Vienna, 1908-11
- C. E. A. WINSLOW.....*Lecturer in Sanitary Science*
B.S., Massachusetts Institute of Technology, 1898; M.S., 1899
- EMMA A. WINSLOW.....*Lecturer in Household Arts*
B.S., Columbia, 1914; A.M., 1915

Lecturers in Special and Extension Classes

- JAMES CHITTICK.....*Lecturer in Textiles*
Formerly general manager of the Clifton Silk Mills of James McCreery and Company
- ELNA DE NEERGAARD.....*Lecturer in Household Arts*
Certificate, Weaving Department, Handarbetets Vanner, Stockholm, Sweden, 1897
- MARY EVANS.....*Lecturer in Household Arts*
Student, Mt. Holyoke, 1909-10; Pratt Institute, 1910-11; Teachers College, 1911-12, 1915-17
- GEORGE FOWLER.....*Lecturer in Music*
C.E., Cornell, 1914; diploma, Trinity School of Church Music, 1916
- FRANCES V. HALLOCK.....*Lecturer in Speech*
Student, Teachers College, 1915, 1916
- THOMAS FRANCIS HINCHEY.....*Lecturer in Textiles*
Graduate of the Bradford Durfee Textile School; textile analyst, U. S. Customs at Port of New York
- ETHELWYN HUMPHREY.....*Lecturer in Household Arts*
A.B., Boston University, 1903; graduate student, Teachers College, 1916
- R. NORMAN JOLLIFFE.....*Lecturer in Music*
Pupil of August Wilhelmj, Charles N. Granville and Percy Rector Stephens
- FELIX LAMOND.....*Lecturer in Music*
Organ pupil of William Henry Monk, London; piano pupil of Ernst Paur, London
- CHRISTINE WARNER NELSON.....*Lecturer in Household Arts*
Student, Pratt Institute, 1910-12; Teachers College, 1914-16
- EDOUARD PANCHARD.....*Lecturer in Household Arts*
Manager of Food Department, Hotel McAlpin
- ADA J. SMITH.....*Lecturer in Household Arts*
- EDGAR S. STOWELL.....*Lecturer in Music*
Pupil of David Mannes, New York City, Karl Markees, Berlin Musik Hochschule, and of Remy, Paris Conservatory of Music
- BEN B. UNDERHILL.....*Lecturer in Textiles*
Graduate of woollens course of Philadelphia Textile School
- CLARENCE HUDSON WHITE.....*Lecturer in Fine Arts*
Honorary member, Camera Club, New York; corresponding member, Vienna Camera Club; one of the founders of the Photo-secession

Assistants

- C. ISABELLE ATKINSON.....*Assistant to College Physician*
R.N., St. Luke's Hospital Training School for Nurses, 1902
- HARRIET THOMPSON BARTO.....*Assistant in Household Arts*
A.B., University of Illinois, 1916; A.M., Columbia, 1917
- WILLIAM WATSON BEAUMONT.....*Assistant in Music and Speech*
B.M., Montana College, 1914
- JENNIE BEDRICK.....*Assistant in Educational Psychology*
Student, Iowa State University, 1914-16
- ALICE BELL.....*Assistant in Nursing and Health*
Diploma, University of Maryland Hospital, 1907; B.S., Columbia, 1917
- PLUMA M. BROWN.....*Assistant in Fine Arts*
- HÉLÈNE DE GUISE CLARKE.....*Assistant in French*
A.M., University of Paris, 1902
- MARGARET HELEN COLE.....*Assistant in Fine Arts*
B.S., Columbia, 1918
- KATHLEEN CROWLEY.....*Assistant in Physical Education*
Diploma, Normal School, Westfield, Mass., 1903; student, Teachers College, 1916-17

- MARY WROE CURTIS.....*Assistant in Household Arts*
Student, New York School of Applied Design for Women, 1902-03; Teachers College, 1905-07
- KATHLEEN B. DABNEY.....*Assistant in Physical Education*
A.B., University of Cincinnati, 1914; A.M., Columbia, 1917
- ANNIE DIX.....*Assistant in Biology*
B.S., Columbia, 1917
- PERMELIA M. DOTY.....*Assistant in Nursing and Health*
B.S., Columbia, 1917
- ADELA EHRHART.....*Assistant in Physiological Chemistry*
- ALEXANDER C. GLENNIE.....*Assistant in Chemistry*
A.B., Columbia, 1916
- ROBERT PAUL GRAY.....*Assistant in Fine Arts*
Student, University of Minnesota, 1904-06; Minneapolis School of Fine Arts, 1906-08; Teachers College, 1908-09
- HANNAH ELIZABETH HONEYWELL.....*Assistant in Chemistry*
A.B., Mount Holyoke, 1910
- FLORENCE E. HOUSE.....*Assistant in Industrial Arts Education*
B.S., Columbia, 1915
- MORRIS MEISTER.....*Assistant in Physical Science*
B.S., College of the City of New York, 1916; A.M., Columbia, 1917
- LOUISE MINER.....*Assistant in English*
B.S., Columbia, 1914
- HERMANN N. MORSE.....*Assistant in Rural Education*
A.B., Alma College, 1908; diploma, Union Theological Seminary, 1911; graduate student, Columbia, 1908-12; Union Theological Seminary, 1911-12
- BERTHA E. NETTLETON.....*Assistant in Household Arts*
Diploma, School of Domestic Science, Boston, Mass., 1904
- KATHERINE S. PIKE.....*Assistant in Physical Education*
A.B., Smith, 1910; A.M., Columbia, 1916
- ETHEL M. ROBINSON.....*Assistant in Kindergarten Education*
B.S., Columbia, 1917
- WILLIAM S. SCHLAUCH.....*Assistant in Mathematics*
B.S., University of Pennsylvania, 1903; A.M., Columbia, 1911
- BLANCHE E. SHAFFER.....*Assistant in Household Chemistry*
B.S., Columbia, 1912
- MARGARET E. TUTTLE.....*Assistant in Physical Education*
- GEORGE D. VON HOFÉ, JR.....*Assistant in Physical Science*
B.S., Columbia, 1914; A.M., 1915
- JESSIE H. WOODRUFF.....*Assistant in Household Arts*
A.B., Vassar, 1904

III—HORACE MANN SCHOOLS

Officers of Administration

- JAMES E. RUSSELL, LL.D.....*Dean of Teachers College*
- VIRGIL PRETTYMAN, D.Pd.....*Principal of Horace Mann School for Boys*
- HENRY CARR PEARSON, A.B.....*Principal of Horace Mann School*
- CHARLOTTE GANO GARRISON, B.S.....*Principal of Kindergarten*
- MARION ROOT PRATT.....*Secretary*
- AMY LOGAN, B.S.....*Assistant to Principal, Girls' High School*
- ANNA AUGUSTA JONES.....*Secretary of Boys' High School*
- CONSTANCE F. BURR.....*Secretary of Girls' High School*
- HELEN CRISSEY.....*Secretary of Elementary School*
- LILLIAN RANDEL.....*Librarian of Boys' High School*
- HELEN JEANETTE MOSS.....*Librarian of Girls' High School*

Heads of departments in Teachers College are supervisors of their respective subjects in the Horace Mann Schools.

Teachers in Horace Mann High School

KATE STUART ANTHONY.....	<i>Domestic Art</i>
Student, Providence, R. I., Training School, 1893-94; Pratt Institute, 1896-97; Columbia, 1898-99	
GEORGIA FARRAND BACON.....	<i>History and English</i>
B.S., Michigan, 1896	
³ CHARLES MCCOY BAKER.....	<i>Head of Department of Latin</i>
A.B., Dickinson, 1893; A.M., Harvard, 1905; graduate student, Teachers College, 1894-95	
HELEN BARTLETT BAKER.....	<i>English</i>
A. B., Vassar, 1889	
HELEN D. BAUM.....	<i>Assistant in Physical Education</i>
Diploma, Savage School of Physical Education, 1917	
PAUL E. BELTING.....	<i>Assistant in Athletics</i>
A.B., University of Illinois, 1912	
VEVIA BLAIR.....	<i>Mathematics</i>
B.S., Columbia, 1917	
ELIZABETH BRIGGS.....	<i>History</i>
Graduate of Harvard Annex, 1887; A.M., Cornell, 1891	
FRANK ELBERT BROOKS.....	<i>French</i>
A.B., Cornell, 1890; graduate student, Bonn and Essen, Germany, 1890-91; Bonn, Geneva, and Paris, 1896-99	
MARIE KARCHER BROOKS.....	<i>French</i>
Student, University of Geneva and University of Paris, 1901-02	
ELI EDWARD BURRISS, JR.....	<i>Latin</i>
B.S., University of Pennsylvania, 1914; A.M., 1918	
RUTH PETERS CAMPBELL.....	<i>Fine Arts</i>
B.S., Columbia, 1916	
HARRIET GARTON CARTWRIGHT.....	<i>Music</i>
Diploma, Des Moines Musical College, 1897	
JENNIE MAE CLARK.....	<i>Mathematics</i>
A.B., Wellesley College, 1899; B.Pd., Albany Normal College, 1901	
ABBOTT LOW COMBES.....	<i>Industrial Arts</i>
B.S., Columbia, 1916	
BERTHE MULLER COSTIKYAN.....	<i>French</i>
Ecole supérieure, Vevey, 1897-1901; student, Chicago, 1910, 1911; Columbia, 1913, 1916	
JOHN HARVEY COULTER.....	<i>English</i>
Ph.B., Syracuse, 1910; graduate student, Columbia, 1914-15	
LAURA BISHOP CRANDON.....	<i>German and Spanish</i>
A.B., Smith, 1899; A.M., Columbia, 1915; graduate student, Berlin, Greifswald, and Marburg	
BERNICE FRANCES DODGE.....	<i>Household Arts</i>
Ph.B., University of Chicago, 1906; B.S., Columbia, 1916	
ERNEST RAYMOND DODGE.....	<i>German</i>
A.B., Wesleyan University, 1914; A.M., 1915	
STELLA S. DUNHAM.....	<i>Mathematics</i>
A.B., Ohio Wesleyan University, 1893; A.M., Columbia, 1906	
PHILIP EATON.....	<i>Latin</i>
A.B., Harvard, 1908	
MARGARET GARSIDE.....	<i>Coach in Dramatics</i>
A.B., Wellesley, 1915	
CHARLES DUDLEY GEROW.....	<i>History</i>
A.B., Cornell, 1912	

³Absent on leave, 1918-19.

- MARY BROWNSON GILLMORE.....*History*
Ph.B., Cornell, 1899; graduate student, Columbia, 1900-01, 1904-05
- ALBERT W. HECKMAN.....*Fine Arts*
- PAUL HEINZELMANN.....*German and French*
Gymnasium, Freiburg, 1904-11; graduate student, University of Freiburg and University of London, 1911-14; A.M., Columbia, 1917
- IRWIN SEYMOUR HOFFER.....*Mathematics*
A.B., Harvard, 1917; graduate student, Teachers College, 1917-18
- GEORGE THOMAS HOLM.....*Swimming*
Instructor, Brookline, Mass., 1900-05; Sargent Normal School of Physical Training and Wellesley College, 1902-04; Harvard Summer School, 1903-04
- CAROLINE WOODBRIDGE HOTCHKISS.....*English*
Student, Radcliffe, 1895-96; Harvard, 1897; Columbia, 1900; University of Vienna, 1903
- LILLIAN A. HUDSON.....*Home Nursing*
Diploma, Johns Hopkins Hospital Training School for Nurses, 1916; B.S., Columbia, 1917
- CLARA BARBARA KIRCHWEY.....*Geography*
Diploma, Albany Training School, 1887; higher diploma, Teachers College, 1900
- HENRY CHESTER LAMOND.....*English and Latin*
A.B., Harvard, 1917
- LILLIE MARIA LAWRENCE.....*Latin*
B.S., Columbia, 1905
- ALTON IRVING LOCKHART.....*Science*
A.B., Colby, 1905; A.M., 1907
- CLARENCE W. LOMBARD.....*Science*
A.B., Bates, 1911
- MATTHEW E. LYNAUGH.....*Stenography and Typewriting*
B.C.S., New York University, 1917
- JANET ROWLAND McCASTLINE.....*Recorder, Department of Physical Education*
A.B., Columbia, 1902; A.M., 1905
- JAMES REESE MACGOWAN.....*Mathematics*
A.B., Allegheny College, 1914; graduate student, Columbia, 1915-17
- HARRY WHEELER MARTIN.....*History*
A.B., Cornell, 1906; A.M., Columbia, 1917
- JACOB G. MEYER.....*Science*
A.B., Franklin and Marshall, 1910; A.M., Columbia, 1915
- ³WILLIAM JOHN NAGLE.....*Latin*
A.B., Harvard, 1908; A.M., Columbia, 1916
- JOHN DUELE NEITZ.....*Special Tutor*
A.B., Albright, 1890; M.E., Westchester, Pa., State Normal School, 1896; B.S., Columbia, 1913
- WALDO C. PEEBLES.....*Special Tutor*
A.B., Harvard, 1917
- NINA FRANCES RAYNOR.....*Latin*
A.B., Vassar, 1905; A.M., 1906; graduate student, Yale, 1912-13
- MARIE LOUISE ROBERT.....*French*
Diploma, Aix-en-Provence, 1888
- FLORENCE ROHR.....*General Assistant*
A.B., Brenau College, 1913
- JAMES C. RUTLEDGE.....*Athletics*
A.B., Yale, 1915
- SOPHIE E. SIEVERS.....*English*
Diploma, Oswego State Normal School, 1901

*Absent on leave, 1918-19

- MILTON MYERS SMITH.....*English*
A.B., Clark, 1912; graduate student, Harvard, 1914-15; Columbia, 1916-17
- EDGAR S. STOWELL.....*Conductor of Orchestra*
Pupil of David Mannes, New York City, Karl Markees, Berlin Musik Hochschule, and of Remy, Paris Conservatory of Music
- WILLIAM E. STRAWINSKI.....*English*
A.B., Dickinson College, 1912
- FLORENCE STUART.....*Physical Training*
Diploma, New York Normal School of Physical Education, 1910
- JOHN T. VAN SANT.....*Mathematics*
A.B., DePauw, 1904
- GEORGE D. VON HOF, JR.....*Science*
B.S., Columbia, 1914; A.M., 1915
- *ELIZABETH MARIAN WHELOCK.....*English*
Diploma, Rhode Island State Normal School
- ROLAND HUGH WILLIAMS.....*Head of Department of Science*
B.S., Wesleyan, 1898; A.M., Columbia, 1904; graduate student, Columbia, 1902-07
- LAVERGNE WOOD.....*Mathematics*
A.B., University of Wisconsin, 1910

Teachers in Horace Mann Elementary School

- GERTRUDE ISABEL BIGELOW.....*First and Second Grades*
Diploma, Wheelock Kindergarten Training Class; student, Massachusetts State Normal School, 1900; Teachers College, 1912-13
- FLORENCE MABEL McVEY.....*First Grade*
Diploma, North Adams Normal School, 1903; student, Teachers College, 1907-13
- AGNES BURKE.....*First Grade*
Diploma, State Normal School, Winona, Minn., 1902; diploma, Wheelock Kindergarten Training School, 1906; B.S., Columbia, 1913
- EVELYN BATCHELDER.....*Second Grade*
Diploma, Chelsea, Mass., Training School, 1891
- MILDRED IONE BATCHELDER.....*Second Grade*
Diploma, Springfield, Mass., Training School, 1889
- ALICE ELIZABETH PHELPS.....*Open Air Classes*
Diploma, New Britain, Conn., Normal School, 1905; student, Mount Holyoke, 1901-02, 1903-04
- MARY JULIA DETRAZ.....*Third Grade*
A.B., University of Cincinnati, 1910
- MINNIE MAY NEWMAN.....*Third Grade*
A.B., University of Nebraska, 1910; A.M., Columbia, 1913
- LUELLA N. C. WHITAKER.....*Third and Fourth Grades*
B.S., Columbia, 1917; graduate student, Columbia, 1917
- IDA ELIZABETH ROBBINS.....*Fourth Grade*
Diploma, Oswego, N. Y., State Normal School, 1888
- FLORENCE MARSHALL PERKINS.....*Fourth Grade*
Student, Boston School of Expression, 1891-92; diploma, Chelsea, Mass., Training School, 1895
- RUTH BATCHELDER.....*Fourth and Fifth Grades*
Diploma, Farmington Normal School, 1908
- MARGARET GERTRUDE CONDRI.....*Fifth Grade*
Diploma, New Jersey State Normal School, 1888; student, Cornell, 1905; Teachers College, 1907-08
- SIEGRIED MAIA UPTON.....*Fifth Grade*
B.S., Columbia, 1910; A.M., 1914; student, University of Göttingen, 1907; University of Paris, 1908-09

*Died, Oct. 19, 1917.

- MARIE HENNES.....*Fifth and Sixth Grades*
Diploma, State Normal School, Montclair, N. J., 1911; B.S., Columbia, 1917
- MARY FREDERIKA KIRCHWEY.....*Sixth Grade*
Diploma, Teachers Training School, 1885; student, Barnard College, 1896-1900
- MARY GERTRUDE PEABODY.....*Sixth Grade*
Student, Cambridge, Mass., Training School, 1890; student, Teachers College, 1901-02
- ROXANA ALER STEELE.....*Sixth Grade*
B.S., Columbia, 1912
- LUCY HESS WEISER.....*Industrial Arts*
Diploma, Teachers College, 1895
- BELLE BOAS.....*Fine Arts*
B.S., Columbia, 1915
- HELEN LATHAM.....*Music*
Diploma, American Institution of Normal Methods, Boston, 1901; diploma, Teachers College, 1905
- L. BELLE HART.....*Physical Education*
Student, Teachers College, 1914-16
- ETHEL WENK.....*Physical Education*
- WILLIAM WATSON BEAUMONT.....*Assistant in Music*
B.M., Montana College, 1914
- IRMA H. COXLEY.....*Assistant in Fine Arts*
Student, Teachers College, 1915-18
- MARION G. MACKINNON.....*Assistant in Household Arts*
A.B., McGill University, Montreal, Canada
- SARAH BEATRICE CLARK.....*Primary Assistant*
Diploma, Danbury State Normal School, 1912; student, Teachers College, 1916
- ANNIE BENNETT BRIGGS.....*Assistant, Open Air, Grades II and III*
Special diploma, Teachers College, 1908
- MARY HELEN COYKENDALL.....*Assistant in Open Air, Grade IV*
Diploma, Montclair State Normal School, 1911; student, Teachers College, 1916

Teachers in Horace Mann Kindergarten

- ETHEL MARIA ROBINSON.....*Kindergarten*
B.S., Columbia, 1917
- MARY EVERETT RANKIN.....*Kindergarten*
B.S., Columbia, 1913
- HELENE KNEIP.....*Assistant in Kindergarten*
B.S., Columbia, 1915

IV—SPEYER SCHOOL

(Conducted in co-operation with the Board of Education of
New York City)

- JOSEPH K. VAN DENBURG, Ph.D....*Principal of Public School 43,
Manhattan*
- THOMAS HENRY BRIGGS, Ph.D.....*Educational Adviser representing
Teachers College*
- LORON M. BURDICK, MARGUERITE BURNS, JOHN B. BRYAN, GEORGE L.
BYRNE, SHERMAN R. COOK, KATHLEEN DENVER, LUCIA DEMENT,
LORETTA C. EARLY, MILDRED GOOD, PINCUS HIRSHCOFF, LOUIS
LIPPMAN, BERTHA LUCHS, ETHEL M. MAHONEY, MORRIS MEISTER,
MARIE E. MURPHY, PRISCILLA N. MYERS, JAMES F. O'REILLY,
HARRIET E. PORRITT, CORINNE REINHEIMER, ABRAHAM ROSENTHAL,
ETHEL S. SCHWARZ, NELLIE E. THOMPSON,

V—THE LINCOLN SCHOOL

Administrative Board

JAMES E. RUSSELL, LL.D.
Dean of Teachers College, Chairman
 OTIS W. CALDWELL, PH.D.
Director of The Lincoln School

ABRAHAM FLEXNER	MRS. JOSEPH R. SWAN
CHARLES P. HOWLAND	ARTHUR TURNBULL
WICKLIFFE ROSE	GEORGE E. VINCENT
MRS. WILLARD STRAIGHT	FELIX M. WARBURG

Teachers in The Lincoln School

ETHELWYN C. BRADISH.....	<i>Instructor in Fine Arts</i>
Diploma, Teachers College, 1911	
CHESTER A. BUCKNER.....	<i>Assistant to the Director of The Lincoln School,</i>
<i>in charge of educational records</i>	
A.B., University of Iowa, 1909; A.M., 1911	
NELL C. CURTIS.....	<i>Elementary Grades</i>
Diploma, Chicago Institute, 1900; Teachers Training Course, University of Chicago, 1902; Course for Supervisors, University of Chicago, 1913	
ANNIE T. EATON.....	<i>Librarian</i>
A.B., Smith, 1903; B.L.S., New York State Library School, 1906	
ALANSON H. EDGERTON.....	<i>Industrial Arts</i>
B.S., Columbia, 1913; A.M., 1917	
CHARLES W. FINLEY.....	<i>Biology</i>
B.S., University of Chicago, 1910; M.S., 1912	
ANNA J. GANNETT.....	<i>Second Grade</i>
B.S., Columbia, 1911	
EARL R. GLENN.....	<i>General Science</i>
A.B., Indiana University, 1913	
ELIZABETH GMINDER.....	<i>Music</i>
Peabody Institute, Teacher's Certificates in Piano, 1914, and Public School Music, 1915	
JENNIE HALL.....	<i>Mixed Grades</i>
Student, University of Chicago. 1895-7	
GAIL HARRISON.....	<i>First Grade</i>
B.S., Columbia, 1915	
HELEN HICKS.....	<i>Manager of Lunch Room</i>
B.S., University of Chicago, 1915	
MARGARET HOLZ.....	<i>German and Spanish</i>
A.M., Columbia, 1915	
JEAN HOSFORD.....	<i>Physical Education</i>
B.S., Columbia, 1917	
STERLING ANDRUS LEONARD.....	<i>English</i>
A.B., Michigan, 1908; A.M., 1909; graduate student, Teachers College, 1916-17	
HOWARD H. MASON.....	<i>School Physician</i>
A.B., Brown, 1900; M.D., Columbia, 1904	
ANNA MORSE.....	<i>Elementary Grades</i>
Student, Illinois State Normal University	
SUZANNE ROTH.....	<i>French</i>
A.M., New York University, 1916	
RALEIGH SCHORLING.....	<i>Mathematics</i>
A.B., University of Michigan, 1911; A.M., University of Chicago, 1916	
MARTA STEARNS.....	<i>Assistant in French</i>
Diploma, Yersin Method of French Diction	
THOMAS WHITNEY SURETTE.....	<i>Adviser in Music to The Lincoln School</i>
Staff Lecturer in Music to the Extension Delegacy of Oxford University, 1907; Adviser in Music to the Boston Public Schools, 1915	
CHARLES KEEN TAYLOR.....	<i>Character Psychology</i>
B.S., University of Pennsylvania, Physical Education, 1905; A.M., 1910	
FLORENCE E. WINCHELL.....	<i>Household Arts</i>
B.S., Columbia, 1909	
LYDIA A. WOLIUNG.....	<i>Geography</i>
Diploma, Eastern Illinois State Normal School, 1914	

TEACHERS COLLEGE

GENERAL STATEMENT

Teachers College, founded in 1888, and chartered by the Regents of the University of the State of New York in 1889, became in 1898 part of the educational system of Columbia University. By an agreement dated June 8, 1915, the President of the University became *ex-officio* the executive head of Teachers College with the powers and duties of President as defined by the statutes of Teachers College. The Faculties of Education and of Practical Arts in Teachers College are recognized as Faculties of the University under the administrative charge of the Dean of Teachers College. The College is represented in the University Council by its Dean and two elected members of each Faculty. The College maintains, however, its separate corporate organization, its Board of Trustees continuing to assume entire responsibility for its maintenance.

§ 1

The Faculty of Education offers to advanced students of both sexes in the School of Education instruction in the history and philosophy of education, in educational psychology and sociology, and in the theory and practice of educational administration, supervision, and class-teaching. Its curricula lead to the degrees of Master of Arts and Doctor of Philosophy, conferred by Columbia University, and to Teachers College diplomas for instructors in education in colleges and universities, for supervisors, principals, and superintendents of schools of all grades, for heads of academic or education departments in normal and teachers' training schools, and for teachers in secondary schools.

The Faculty of Practical Arts offers to both men and women in the School of Practical Arts instruction both in education and technology relating directly to Fine Arts, Household Arts, Industrial Arts, Music, Nursing and Health, and Physical Education. Its curricula lead to the degrees of Bachelor of Science and of Master of Science, conferred by Columbia University, and to the Teachers College diplomas for teachers and supervisors of various lines of practical arts. In co-operation with the Faculty of Education, the Faculty of Practical Arts conducts graduate work in the educational aspects of practical arts leading to the degree of Master of Arts.

For the degree of Bachelor of Science there is offered a General Curriculum for the Freshman and Sophomore years preparatory to a Professional Curriculum for the Junior and Senior years. The requirements for admission and graduation are equivalent to those in leading American colleges, and the Bachelor of Science degree admits to graduate work for the degrees of Master of Science, Master of Arts, or Doctor of Philosophy.

The General Curriculum (see § 14) includes general cultural subjects as well as a foundation for a technical training in various phases of practical arts. The Professional Curriculum (§ 15) and graduate work (§ 18) are arranged around majors (see § 16) in technical or educational work.

SCHOOL OF PRACTICAL ARTS

REQUIREMENTS FOR ADMISSION

I—Matriculated Students: Freshman Class

§ 2

Applicants who fulfil the requirements stated below for admission to the Freshman class may be registered as matriculated students and candidates for the degree of Bachelor of Science.

The Freshman class is limited as to the number of students. Applications for admission to this class should be sent to the Secretary of Teachers College as early as possible, preferably before September. Applications must be made on blanks to be obtained from the Secretary of Teachers College.

The requirements for admission are stated in terms of units, a unit meaning the equivalent of five recitations a week for one year in one subject in a secondary school. Fifteen units are required for admission. The subjects, required and elective, together with the number of units which will be accepted in each subject, are indicated below (§ 3) under *Entrance Subjects*.

Students in the Freshman class are required to register for a regular program (see § 14), unless a special program is permitted by the Committee on Instruction, in which case the student will be subject to the rule for irregular students (see § 8).

Applicants may be admitted to the Freshman class:

1. *By Examination.*

(a) By Columbia University.

(b) By the College Entrance Examination Board.

Full information concerning preliminary application for examination, time and place of examinations, and subject-matter will be found in the Bulletin of Entrance Examinations and Admission, which may be obtained from the Secretary of Teachers College.

2. *Or, On Certificate from Approved Secondary Schools.*

Applicants applying for admission on certificate must present the following credentials:

(a) A diploma of graduation from an approved secondary school having a course of study of not less than four years

(b) A statement from the principal of the school from which the applicant has been graduated certifying that a course of study has been satisfactorily completed which has included the 15 units of prescribed and elective work mentioned below under *Entrance Subjects*.

(c) A statement from the principal of the school, or from some other authorized and approved member of the faculty of the school, that the applicant possesses the qualifications of character, health, and scholarship necessary for successful work in the School of Practical Arts.

3. *Or, On Credentials from the Education Department of the State of New York.*

Credentials furnished by the Education Department of the State of New York showing that the applicant has completed certain courses in a high school in the State of New York, and that he has passed the examinations of the Education Department in these subjects will be accepted for admission in so far as they name specifically and state examination grades for the recognized subjects (or lettered or numbered parts of a subject) which are stated in the Columbia University Bulletin of Entrance Examinations and Admission. There must also be submitted a statement as defined under 2 (c) above.

Entrance Subjects

Required of all applicants:

§ 3

English	3	units
Subjects selected from Group I.....	2	"
Elementary, intermediate, or advanced subjects from Group II	2	"
Electives from Groups I, II and III.....	8	"

GROUP I

Two units selected from the following subjects are required, more may be offered as electives:

Algebra	1 or 2	units
Plane Geometry	1	unit
Modern Commercial and Higher Arithmetic.....	1	"
Biology	1	"
Botany	1	"
Chemistry	1	"
Industrial and Commercial Geography.....	1	"
Physics	1	"
Physiology	1½	"
Physiography	1	"
Zoology	1	"

GROUP II

The applicant must offer 2 units from the subjects following, and may offer more as electives without restriction other than that to offer an advanced unit will involve offering the corresponding elementary one:

Elementary French	2	units
Elementary German	2	"
Elementary Greek	2 or 3	"
Elementary Latin	2, 3 or 4	"
Italian	2	"
Spanish	2	"
History	½, 1, 2, 3 or 4	"
Industrial History	1	unit
Intermediate French	1	"
Intermediate German	1	"
Advanced French	1	"
Advanced German	1	"
Advanced English	1	"
Advanced Greek	1	"
Advanced History	1	"
Advanced Latin	1	"
Advanced Mathematics	½, 1 or 1½	units

GROUP III

The applicant may offer not more than 4 elective units in all from the four subjects following:

Drawing	1 unit
Household Arts	1, 2 or 3 units
Music	1 or 2 "
Industrial Arts	1, 2 or 3 "

The requirements in each of the above subjects are outlined in the *Bulletin of Entrance Examinations and Admission*, which may be obtained from the Secretary of Teachers College.

II—Matriculated Students: with Advanced Standing

§ 4 Advanced standing may be granted to entering students who have completed, in a college, technical school, normal school or training school, approved courses in advance of high-school graduation. Application for admission to advanced standing should be made on a blank form which will be sent on request.

All candidates for the degree of Bachelor of Science, even those who have previously completed three or four years of approved study in other colleges, must be in residence as regular students at Teachers College at least one year, or two half-years, and complete a program of not less than 24 points. As a rule a heavier program is prescribed by the Committee on Instruction.

Courses taken in Extension Teaching or in the Summer Session are not credited toward this minimum residence requirement of 24 points.

III—Part-time Matriculated Students

§ 5 Teachers and others in or near New York City, who desire to pursue regular work in the School of Practical Arts, but are able to devote only a portion of their time to such work, may matriculate as candidates for degrees, with all the privileges of regular students. Such students are required to comply with all of the regulations for registration, attendance, proficiency, and examinations established for students in full residence (see §§ 24-29 and also § 8). A special circular for the guidance of such students is published annually in July.

IV—Matriculated Unclassified Students

§ 6 Students who can fulfil the requirements for matriculation, who are over twenty years of age, who have educational records of high standing and who foresee that probably they will be able to spend only one or two years in residence may be admitted as "matriculated unclassified" students. Each unclassified student will be assigned to an adviser representing the department of major interest and will be allowed to pursue a special program of study, subject to approval by the adviser and by the chairman of the Committee on Instruction. (See also § 8.) In the case of the majors in education in Fine Arts, Household Arts, Industrial Arts, Music, Nursing and Health, and Physical Education (§ 16) only students with successful experience in teaching or other professional service in the field in which they propose to specialize will be admitted as unclassified.

V—Non-Matriculated Students

§ 7 A limited number of mature students whose irregular preparation for college does not fulfil the requirements for matriculation (§ 2),

but who are well prepared for some phase of the technical work of the School of Practical Arts may be admitted as non-matriculated students. Such students will be assigned to advisers, and their programs of study must be approved by advisers and by the chairman of the Committee on Instruction. No program will be approved for less than 10 or more than 18 points per half-year. (See also § 8). Non-matriculated students are subject to the same rules as to attendance, examinations, proficiency and deficiency as are matriculated students (see §§ 24-30).

VI—Irregular Students

The following kinds of students will be regarded as "irregular" under the rule regarding limited sections (see § 24-4): Freshmen admitted with conditions, students with programs of less than 14 points per Session, matriculated unclassified students, non-matriculated students, and extension students.

§ 8

VII—Extension Students

The School of Practical Arts offers extension courses in technical lines and open to students who register in the University Department of Extension Teaching (see § 33).

§ 9

DEGREES, DIPLOMAS AND CERTIFICATES

Bachelor of Science

The Bachelor of Science degree is awarded by the University on recommendation of the Faculty of Practical Arts for the satisfactory completion by matriculated students of four years of approved college courses, aggregating 124 points and including one of the majors named in § 16. As described in § 12 below, students may be at the same time candidates for the Bachelor's degree and a Teachers College diploma in education or in technical work.

§ 10

Higher Degrees

Graduate students with majors in the field of practical arts are received in Teachers College as candidates for the Master's and Doctor's degrees. See §§ 17-23 and also the statements regarding the majors in technical education referred to in § 16.

§ 11

Teachers College Diplomas

Students of the School of Practical Arts may be at the same time candidates for degrees and Teachers College diplomas. The degrees represent completion of required curricula with certain standards of scholarship, while the diplomas certify to the professional ability and promise of students, either in educational or in technical work. The diplomas are awarded by the University to those holders of the Bachelor's or other approved degrees who as Seniors or graduate students in the School of Practical Arts have completed at least a year's professional work, approved by the Committee on Instruction, and who have demonstrated commendable professional ability which leads the Faculty to recommend them by means of Teachers College diplomas.

§ 12

Diplomas in teaching or supervision are awarded to selected students

§ 12 of technical education who besides holding approved degrees give promise of professional success in the educational field. Personality, character, experience, scholarship, and technical training will be considered by the Faculty when estimating the student's fitness for educational work, *e. g.*, teacher of elementary household arts, supervisor of school music, etc.

The Faculty may decide to recommend a student for a degree but withhold a diploma for some time until the candidate has demonstrated ability in educational work.

Certain of the Teachers College diplomas may be awarded to students who complete the requirements for the degree of Bachelor of Science with education majors in Fine Arts, Household Arts, Industrial Arts, Music, Nursing and Health, and Physical Education. Examples of such diplomas are: Teacher or Supervisor of Fine Arts, Teacher or Supervisor of Household Arts, Teacher of Industrial Arts, Supervisor of Industrial Arts, in Elementary Schools, Teacher or Supervisor of School Music, Teacher in Schools for Nurses, Teacher of Hygiene and Physical Education.

Graduate students may also be candidates for the above diplomas. Certain diplomas for supervision and advanced teaching will be granted only to students who have completed satisfactory graduate study in Teachers College. Examples of such diplomas are: Supervisor of Hygiene and Physical Education, Supervisor of Industrial Arts in Higher Schools, Teacher of Household Arts in Colleges, Teacher of Industrial Arts in Colleges.

The detailed requirements for the various diplomas in technical education are stated in this Announcement in connection with the education majors in Fine Arts, Household Arts, Industrial Arts, Music, Nursing and Health, and Physical Education (see references in § 16).

Diplomas certifying to technical proficiency in particular fields of practical arts may be awarded in connection with approved degrees to candidates whose work in any major has shown special technical ability. Examples of such diplomas are: Public School Nurse, Public Health Nurse, Dietitian, Household Manager.

Certificates

§ 13 A matriculated student (see § 2) who has been in residence in Teachers College at least two academic years, either as a regular or as an unclassified student, and who has satisfactorily completed the required courses in any one of the professional majors listed in § 16 (except the education majors in Household Arts, Fine Arts, Industrial Arts, and Physical Education), and not less than 60 points, may, on petition to the Faculty of Practical Arts and on the recommendation of the adviser concerned, receive a certificate. For reasons of weight, the required courses of the major may, on the recommendation of the adviser concerned and with the approval of the Committee on Instruction, be modified to meet individual needs. *Students are not registered as candidates for certificates*; and petitions will be considered only when mature students with special experience in the line of the major in which they are registered, either as regular or unclassified students, are unable to devote time to the completion of work for a Bachelor's degree. The Committee on Instruction may recommend certificates for students of high scholarship who have been in residence one year and have completed the equivalent of a second year in summer sessions of Columbia University or in regular sessions of other approved institutions of collegiate grade.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

The required four years of college work leading to the degree of Bachelor of Science include: § 14

I—General Curriculum, preparatory to Professional Curriculum.
(Freshman and Sophomore years.)

II—Professional Curriculum. (Junior and Senior years.)

The General Curriculum preparatory to the Professional Curriculum includes required and elective courses aggregating 64 points (see below). The Professional Curriculum of 60 points includes a major (see § 16) and electives. Total 124 points for four years.

I—General Curriculum

(Freshman and Sophomore years.)

The General Curriculum includes the following academic courses prescribed for all students: English (12 points), modern language (at least 6 points), history (6 points), science (8 points), physical training (4 points), hygiene (2 points). § 14

The following courses may be counted in the general requirement of 8 points in Science: Any courses in Biology, Chemistry, Geography, Hygiene (except Hygiene A), Mathematics, Nature-Study, and Physics. Four points in advanced Mechanical Drawing, Cookery, Nutrition, or Industrial Arts may be substituted for Science in the case of students whose majors do not require these subjects.

In addition to the foregoing required academic courses, the students should elect under the direction of the associate adviser technical courses preparatory to the major which is to be selected in the Professional Curriculum (see Technical Courses listed below for Freshman and Sophomore years).

This curriculum is not intended for students who are preparing for professional work other than Practical Arts, and will not be credited by other professional schools of this University.

Outline of General Curriculum

Courses for Freshman year (32-34 points)

- English A—6 points
- History A—6 points
- Language—6 points
- Hygiene A—2 points
- Physical Training A—2 points
- Science—8 points

Technical courses preparatory to future major in the Professional Curriculum (see below and § 16)

If program requires, history and science may be taken in the second year

Courses for Sophomore year (32-36 points)

- English B—6 points
- Physical Training B—2 points
- Complete the required general courses
- Complete any special requirement in letter of admission
- Elective general courses (see §§ 36-52)

Technical courses preparatory to future major (see below and § 16)

Technical courses for Freshman year

In preparation for major in:

- Fine Arts—Fine Arts 1, 2, 3
- Art Industries—Fine Arts 1, 2, 3
- House Design—Fine Arts 1, 2, 3, Drawing 3-4
- Costume Design—Fine Arts 1, 2, 3, Clothing 5, 15

Cookery—Chemistry 1-2, Physics 1, Cookery 1, 3, 4
 Textiles and Clothing—Fine Arts 1, Chemistry 3, Clothing 5, 15, Textiles 31
 Household Administration—Biology 4, Chemistry 3, Administration 1, Cookery 1
 General Household Arts—Administration 1, Chemistry 3, Cookery 1, Clothing 5
 Industrial Arts—Drawing 1-2, Fine Arts 1-2
 Music—Music 21-22, 13-14 or 25-26, and technical music
 Physical Education—Biology 4, Chemistry 3, or Physics 1

Technical courses for Sophomore year

In preparation for major in:

Drawing and Painting—Fine Arts 25-26, 53-54, 69-70
 Art Industries—Fine Arts 25-26, 31-32, Drawing 3-4
 House Design—Fine Arts 11, 41, Drawing 31-32
 Costume Design—Fine Arts 21, 22, Clothing 33
 Cookery—Biology 4, Chemistry 25, 31, Cookery 41, 61, 75
 Textiles and Clothing—Fine Arts 2, 3, 21, Clothing 27, 33, 35, 45
 Household Administration—Biology 57, Nutrition 1, Cookery 2, Chemistry 31A, Administration 2, 11
 General Household Arts—Cookery 3, Fine Arts 1-2, Clothing 15
 Industrial Arts—Physics 1, Drawing 31-32, Mathematics 31-32, Industrial Arts 47-48
 Music—Music 31, 33-34, 42 and technical music
 Physical Education—Physical Education 5-6, Cookery 1, 3, Nutrition 1, Fine Arts 69-70

II—Professional Curriculum

(Junior and Senior years.)

§ 15

The requirements for admission to the curriculum may be satisfied by two years of the General Curriculum described above.

Matriculated unclassified students may be admitted to this Professional Curriculum under the rules stated in § 6.

The 60 points of required work of the Professional Curriculum must include the courses of one of the majors (§ 16) and electives chosen under the direction of the adviser. In certain exceptional cases, particularly of students credited with several years of college work completed elsewhere, the Committee on Instruction may approve, for the Bachelor's degree but not for a Teachers College diploma, a group of allied courses in place of those of a regular major.

PROFESSIONAL MAJORS

§ 16

NOTE.—Majors 1-4, 6-9, 11-12, 14, 18 and 19 are technical and lead to the degree of Bachelor Science. Majors 5, 10, 13, 15, 17 and 18 emphasize technical education and lead to Teachers College diplomas for teachers and supervisors in addition to the degree of Bachelor of Science.

- | | |
|--|-------------|
| 1. Drawing and Painting. (See § 52) | } Fine Arts |
| 2. Design in the Art Industries. (See § 53) | |
| 3. House Design. (See § 53) | |
| 4. Costume Design and Illustration. (See § 53) | |
| 5. Fine Arts Education. (See § 60) | |

- | | | |
|--|---|--------------------|
| 6. Foods and Cookery. (See § 62) | } | Household Arts |
| 7. Textiles and Clothing. (See § 68) | | |
| 8. Household or Institutional Administration. (See § 72) | | |
| 9. General Household Arts. (See § 76) | | |
| 10. Household Arts Education. (See § 77) | | |
| 11. Industrial Drawing and Design. (See § 81) | } | Industrial Arts |
| 12. Industrial Arts. (See § 83) | | |
| 13. Industrial Arts Education. (See § 85) | | |
| 14. Music. (See § 89) | } | Music |
| 15. Music Education. (See § 92) | | |
| 16. Nursing and Health. (See § 95) | } | Nursing and Health |
| | | |
| 17. Physical Education. (See § 101) | } | Physical Education |
| | | |
| 18. Practical Science. (See § 108) | } | Science |
| (a) Applied Biology | | |
| (b) Applied Chemistry and Physics | | |
| (c) Nutrition | | |
| (d) Hygiene | | |

§ 16

Education Majors

Majors 5, 10, 13, 15, 17, and 18 above are intended for Juniors and Seniors who are preparing to teach.

Vocational Majors

Courses selected in connection with certain of the above majors may be grouped so as to lead to the following vocations other than teaching. The numbers in parentheses below refer to the majors in which the vocational work should be centered.

Fine Arts:

- Designer in art industries (2)
- House decorator (3)
- Costume designer or illustrator (4)

Household Arts:

- Dietitian (18, 8)
- Director of housekeeping, in college dormitories, orphanages, hospitals (8)
- Manager of lunch-rooms, in high schools, factories, department stores, clubs, inns (6, 8)
- Home-makers (9)
- Food demonstrators (6)
- Visiting housekeepers, e. g., in charity organizations (8)
- County agent's extension work (6, 8)

Nursing and Health:

- Superintendents of hospitals
- Superintendents of training schools for nurses
- Public health nurses
- School nurses

Physical Education:

Supervisors of recreation clubs and activities (17)

Practical Science:

Laboratory technicians in sciences applied to practical arts (18)

ADVISERS**Advisers for General Curriculum**

(Freshman and Sophomore years.)

§ 17

Each new student will be assigned to an adviser and also to an associate adviser as soon as professional interest is determined. The adviser in consultation with the associate adviser directs the work of the student through the Freshman and Sophomore years.

Advisers: Professors Abbott (chairman), Andrews, Broadhurst, Carpenter and Gambrill, Dr. Cook, Miss Stackpole, Miss Francis, Miss Vanderbilt.

Associate advisers representing professional majors for which students are preparing: Professors Van Arsdale (cookery), Fales (clothing), Rose (nutrition and food chemistry), Gunther (household administration), Cornell (fine arts), Farnsworth (music), Miss Sanford (physical education), Mr. Bowman (industrial arts), Professor Stewart (nursing and health).

Advisers for General Curriculum

(Junior and Senior years.)

The professional advisers are automatically assigned by the student's selection of a major:

1. Drawing and Painting—Professors Dow and CORNELL.
2. Design in the Art Industries—Professor Dow; Mr. THATCHER, associate adviser.
3. House Design and Decoration—Professor Dow.
4. Costume Design and Illustration—Professor Dow; Miss WILMOT, associate adviser.
5. Fine Arts Education—Professor Dow; Miss DEMENT, associate adviser.
6. Foods and Cookery—Professor VAN ARSDALE.
7. Textiles and Clothing—Professor FALES.
8. Household or Institutional Administration—Professor GUNTHER; Miss FISHER, associate adviser.
9. General Household Arts—Professor GUNTHER.
10. Household Arts Education—Professors COOLEY, WINCHELL, and SPOHR; Professors FALES, GUNTHER, ROSE, and VAN ARSDALE, associate advisers.
11. Industrial Drawing and Design—Professor WEICK.
12. Industrial Arts—Professor BONSER; Mr. BOWMAN, associate adviser.
13. Industrial Arts Education—Professor BONSER; Mr. BOWMAN, associate adviser.
14. Music—Professor FARNSWORTH; Mr. KRAFT, associate adviser.
15. Music Education—Professor FARNSWORTH; Mr. KRAFT, associate adviser.
16. Nursing and Health Education—Professor NUTTING; Professors GOODRICH and STEWART, associate advisers.
17. Physical Education—Professor WOOD; Miss SANFORD, associate adviser.
18. Practical Science—Professor BROADHURST; Professors BIGELOW, WOOD, and ROSE, associate advisers.

GRADUATE INSTRUCTION IN PRACTICAL ARTS

§ 18

The graduate courses under either Faculty of Teachers College may lead at the same time to a Teachers College diploma and to a Master's or Doctor's degree. All degrees and diplomas are conferred by the University. Students who register in Teachers College may pursue, with the approval of the adviser, courses under one or more of the other Faculties of the University. Similarly, graduate students enrolled under other Faculties of the University may take certain Teachers College graduate courses.

A full statement of the graduate courses in education offered by Teachers College will be found in the Announcement of the School of Education. Full statements of the other graduate courses offered in the University are contained in special bulletins which may be obtained from the Secretary of Teachers College or from the Secretary of the University.

Admission Requirements

Graduates of approved colleges or scientific schools holding Bachelor's degrees in arts, letters, philosophy, or science, or an engineering degree, are regularly admitted to graduate courses in the School of Practical Arts of Teachers College as candidates for the degrees of Master of Science, Master of Arts and Doctor of Philosophy and for the Teachers College diplomas.

§ 19

A Senior in the School of Practical Arts, who, at the beginning of any half-year, is within twelve points of a Bachelor's degree, may be permitted, with the written approval of the deans or directors in charge of the student's work, to make a program continuing undergraduate and graduate courses. Such courses must be registered in Teachers College. If the student afterwards matriculates as a candidate for a higher degree, the graduate courses previously taken by him under this provision will be entered in his curriculum as already completed. A student who thus combines graduate and undergraduate work must not exceed 16 points per half-year.

Applicants for admission to graduate study in the School of Practical Arts must obtain from the Secretary of Teachers College a blank form for application and record of previous work. Successful applicants will receive formal letters of admission to graduate study.

Residence

The minimum residence for the Master's degree is one year; for the Doctor's degree, two; provided, however, that the period of residence of students from institutions in which the course of study is not regarded as equivalent to that leading to the Bachelor's degree in Teachers College may be proportionately extended. The satisfactory completion of work at four Summer Sessions, or at two Summer Sessions, together with a half-year of the regular academic year, will be accepted in full satisfaction of the minimum requirements for residence for the Master's degree. Candidacy for this degree may extend throughout a period of five years.

§ 20

PROGRAM OF STUDIES**For the Degrees of Master of Arts and Master of Science For Candidates Specializing in Teachers College**

The following requirements are in effect after July 1, 1917. A candidate for either of the Master's degrees who has completed previous to this date a part of his requirements may finish the remaining

requirements under the former regulations; or, if he prefers, he may come under the new regulations. Each "half course" already completed will count as 2 points and each "full course" as 4 points.

Each of the Master's degrees represents the work of one academic year of about forty hours a week in class attendance, preparation, study, or laboratory. The degree will be conferred after the following requirements have been satisfied.

(1) The candidate shall have registered for and attended courses aggregating not less than 30 tuition points distributed over a period of not less than one academic year or its equivalent. Four Summer Sessions constitute the equivalent of one academic year.

§ 21

(2) The candidate shall have completed at least six courses (of at least 16 tuition points) in Teachers College, three of which shall be practica or advanced courses, of three or more points, *numbered above 300 in the School of Education or above 200 in the School of Practical Arts*. The sixth course may be satisfied by a written digest of three unit courses taken without fee. The remaining courses necessary to complete the tuition requirements of 30 points may be taken either in Teachers College or in other departments of the University.

Every candidate before entering upon his work for the degree of Master of Arts should have completed courses in Educational Psychology and in History and Principles of Education equivalent to Education A and B, as offered in the undergraduate departments of this University. If these courses have not been completed, at least one of the six courses required in Teachers College must be a general introductory course in education. A student specializing in the technical phases of practical arts may waive this requirement in general educational subjects by becoming a candidate for the degree of Master of Science instead of Master of Arts.

Apart from this requirement, the curriculum for a Master's degree is arranged in each case by the student's adviser and is approved by the Director of the School of Education. The whole curriculum may not fall entirely within one department of Teachers College; it must include at least two courses in some other department of Teachers College or in some other part of the University. In case of deficient preparation, the department of the student's major interest may prescribe prerequisite undergraduate courses.

§ 22

Essay or Practical Work—An essay or written report on field investigation, practice teaching (for inexperienced teachers), or some other form of practical work demonstrating the ability of the student to select, organize, and present the results of professional investigation in the field of major interest, is required for the Master's degree in addition to the requirements stated above in (1) and (2). The choice of such essay or report must be approved in advance by the Director of the School of Education. Upon completion the essay or report must be approved by the instructor in charge of the student's subject of major interest. After such approval and acceptance, the candidate must file two copies of the essay or report with the Registrar not later than the dates fixed in the Academic Calendar.

There may be substituted for the required essay or report, with the approval of the Director of the School of Education, a written digest of six unit courses, or an extra course in Teachers College, in addition to the courses covered by the 30 tuition points. No tuition fees are charged for the essay or report or the six unit courses, but the full tuition fee is charged for a course substituted for the essay.

For the Degree of Doctor of Philosophy**For Candidates with Major in Teachers College**

(See Announcement of the School of Education)

Other Requirements for Higher Degrees

For a full statement of all the formal University regulations concerning residence, requirements, examinations, etc., for the higher degrees, see the "Circular of Information for Graduate Students," which may be obtained from the Secretary of Teachers College.

§ 23

GENERAL REGULATIONS**Registration**

1. Registration extends through the week before the opening of the academic year in September and during two days preceding the opening of the Spring Session (second half-year) in February. Graduate students are allowed additional days. Exact dates are given in the Academic Calendar which is printed on some of the last pages of this Announcement. Registration at a later date is permitted only to students who, showing good cause for the delay, obtain the consent of the Committee on Instruction and pay a late registration fee of five dollars. This applies also to students who are in residence in the first half-year and who neglect, during the registration days of the second half-year, to make any necessary changes of programs, including reservations of limited sections. Students thus permitted to register at a late date are required to pay full tuition for the Session in which they register. Students who enter any course three weeks or more after its beginning are allowed only half credit; but no credit is allowed to those entering a course later than the middle of either half-year.

§ 24

2. At registration, each student must file with the Registrar, on special cards signed by the adviser, a list of all of the courses he desires to pursue for the half-year (in September, for both half-years). No credit is allowed for any course not approved and registered in this manner. Any necessary changes in such registered lists must be approved by the adviser and filed with the Registrar, on blanks provided for the purpose. Without the special permission of the Committee on Instruction, undergraduates will not be permitted to make changes later than the second Saturday of each half-year.

3. No student in the Freshman and Sophomore years is permitted to register for more than 16 points (not including one or two points in physical training courses) for his first half-year in residence. Students who receive grades D or F during any academic year or in the following Summer Session may be required by the Committee on Instruction to register for limited programs in the following half-year and until a satisfactory record is established. Very deficient students may be required by the Committee to limit their programs at any time during an academic year. Except in the cases just noted, the maximum program for any half-year is 18 points (not including one point in physical training).

4. *Limited Classes:* Many classes are necessarily limited as to the number of students. All limited classes are indicated by the letter L affixed to the course number, *e. g.*, Cookery 2L. Students must reserve places in such classes by personal application to the clerks in charge of limited sections before registration cards are filed at the Registrar's office. Reservations for the first half-year (Winter Ses-

sion) may be made during the official registration days in September, and for the second half-year (Spring Session) in the last two days of the Winter Session. Concerning reservations for the Summer Session, see the Announcement of that Session. If a change of program after registration involves dropping or changing a limited section, the student must report to the secretary in the office of the Director of the School of Practical Arts before filing a revised program at the Registrar's office.

Irregular students (see § 8) will not be registered for limited classes until the last day of the official registration period in each half-year.

5. Certain courses in other parts of the University are open to qualified undergraduate students in the School of Practical Arts who before registration obtain written permission of the Director of the School. Students should always consult the official Announcement of the Faculty, College, or Division in which work is desired, not depending upon quotation from them in other Announcements. Columbia College is open only to men; Barnard College only to women; Teachers College and a large number of graduate courses in other parts of the University are open to women on the same terms as to men.

6. Courses in the School of Practical Arts are open to students from other parts of the University if they have permission of the Director of the School and of the Dean or Director to whom the student is responsible.

7. No student is permitted to transfer from one Faculty or School of the University to another without the written consent of the Deans or Directors concerned.

8. One point of credit is given for one hour each week for one half-year in lecture, observation, or practice teaching with one and a half hours of supplementary work, or for two hours of laboratory, studio, or shop work, with a half hour of additional work. With the exception of certain one-point supplementary courses no course has credit of less than two points.

Examinations

9. Examinations are held in all undergraduate courses in January and May, unless special omissions are approved by the Committee on Instruction. The duration of each examination period is ten days. For dates, see the Academic Calendar at the end of this bulletin.

10. As soon after the examination periods as the records are complete, each student will receive from the Registrar a report stating whether he has passed or failed in the courses pursued. The grades recorded are open only to officers of instruction and administration.

11. Examinations for deficient students in the School of Practical Arts are held on the fourth Wednesday in September and the first Saturday in March. Students who expect to take these examinations must apply in writing, at least two weeks in advance, to the Committee on Instruction. Deficient students eligible for these examinations are those who, for acceptable reasons, have failed to attend regular examinations or who have the permission of the Committee on Instruction (see § 26) for a second examination in courses in which the grade F was received.

12. For examinations as stated in 9 and 11 above there is no charge. Examinations other than those specified are not held except with the approval of the Committee on Instruction, and in every such instance the student must pay in advance at the time of application a special examination fee of five dollars.

Deficiencies

13. A student who receives the grade F in any course may be required to repeat the course, to substitute an equivalent, to complete satisfactorily special work assigned by the instructor, or to take a second examination. Each case will be decided by the Committee on Instruction in consultation with the instructor.

§ 26

14. All undergraduate students in the School of Practical Arts are on probation until the end of the first half-year of residence.

15. Students whose scholarship at any time is not satisfactory may be placed on probation for a stated period and on conditions to be determined in each case by the Committee on Instruction.

16. If the scholarship of students on probation continues to be unsatisfactory to the Committee on Instruction, such students will be required to withdraw from the School at the end of the stated period of probation.

17. Students whose scholarship is not satisfactory to the Committee on Instruction may be required at any time to make changes in programs of work.

18. The Committee on Instruction may increase or decrease a student's requirements for graduation in accordance with the quality of work in any year. Requirements will be increased whenever a student has an undue proportion of low grades.

Attendance

19. The presence of all students is required at the College on the day immediately following the close of all vacations and recesses. The Academic Calendar for the year 1918-1919 may be found on the last pages of this bulletin. It is especially to be noted that there is no official recess between the Winter and Spring Sessions.

§ 27

20. Students who are deficient in their attendance may be required at any time to make such changes in program or plan of work as the Committee on Instruction may deem necessary. See also 17 above.

21. Students are required to attend their classes regularly, to keep a record of their absences and tardiness, and to report (on special blanks) to instructors at the middle and end of each half-year. Instructors will also keep records of attendance. If the total time lost in any course is less than one-sixth of the total hours required for the half-year, the instructor may require special work or reduce grades. If one-sixth is exceeded, the instructor will report, at the end of the half-year, to the Committee on Instruction, which will confer with the student and instructor and reduce grades or credit in proportion to time lost.

22. Students who find that stated academic exercises are fixed for days set apart for religious observance by the church to which they belong, and who are prevented by conscientious scruples from performing their University duties on those days, are required to report in advance to the Registrar.

Health

23. All students taking eight or more points per half-year are required at the beginning of each year to pass a health examination satisfactory to the Department of Physical Education. Students may at any time be required to modify or discontinue their work for physical reasons.

§ 28

The College Physician and the assistant physicians (one of whom is

a woman) give professional advice free of charge to students who consult them in their offices in the Thompson Building.

Academic Discipline

- 29 24. Every student is admitted subject to the disciplinary powers of the University authorities as defined by the statutes of the University.

Withdrawal

- 30 25. In cases of withdrawal for any reason, students should notify the Registrar in writing without delay. No application for a return of fees can be considered unless such application is made at the time of withdrawal. The College reserves the right to retain fees of students withdrawing from limited classes (see § 24-4).

FEES

- 31 The University Statutes provide that tuition fees and the University fee are payable semi-annually in advance. *Registration will not be complete until such fees are paid.* Payment of fees after the last day of registration imposes automatically the statutory charge of \$5.00 for this privilege. Under the regulations, *the privileges of the University are not available to any student until he has completed his registration.*

Fees for degrees, diplomas, certificates and special examinations are payable at the time of filing application for these.

The fees to be paid by students are subject to change at any time at the discretion of the Trustees of Teachers College.

(a) University Fee:

For all students for each Session or any part thereof..... \$5.00

(b) Tuition Fee:

For all students per point, except in cases where a special fee is fixed for a particular course..... 6.00

(c) For a Degree, Diploma or Certificate, or for an examination therefor:

For a Teachers College Certificate..... 5.00

For a Teachers College Diploma..... 5.00

For the degree of Bachelor of Science..... 15.00

For the degree of Master of Arts, or of Science..... 25.00

For the degree of Doctor of Philosophy..... 35.00

(d) For Privileges:

(1) Late registration or application (see § 24-1 and Calendar). 5.00

(2) Deficiency or special examination (see § 25-12)..... 5.00

(3) Maximum fee for examinations in a single series..... 25.00

The conditions under which such privileges shall be granted are to be determined by the Registrar with the approval of the Dean.

(e) Rebates:

(1) The University Fee and the Degree Fee are not subject to rebate.

(2) After the last day of the period provided for change of programs (second Saturday of either half-year for undergraduates, fourth Saturday for graduates), no tuition fees will be returned for any course which the student may for any reason discontinue. Exception to this rule may be made only in cases of total withdrawal from the University, when a pro rata return of fees may be authorized by the Controller. When a rebate is allowed for the

discontinuance of courses or withdrawal from the University, such rebate will be reckoned from the day upon which the Registrar receives notice from the student.

NOTE.—All laboratory, gymnasium, shop, studio and other special fees are now included in the University and tuition fees.

SUMMER SESSION

The nineteenth Summer Session of Columbia University will open on Monday, July 8, 1918, and close on Friday, August 16. Teachers College now makes the Summer Session an integral part of its academic year. Most professors take part in the work of summer instruction—some of them every year, some in alternate years, nearly all at some time within a four-year period. Teachers College courses that are most in demand are given every year; many other important courses in alternate years or within a four-year cycle. The courses offered are planned to meet the needs of teachers in elementary, secondary, and normal schools, and in colleges. Students register but do not necessarily matriculate, *i. e.*, become candidates for degrees or diplomas. Students who become regular candidates for a Teachers College diploma and degree will receive credit for courses taken in the Summer Session, according to the regulations stated in connection with the announcement of each such course. Application for matriculation must be made to the Secretary of Teachers College, who may be consulted personally during the Summer Session. At least one year of the work for the Doctor's degree and for the Bachelor's degree must, however, be done during the regular academic year. The Master's degree may be earned entirely through Summer Session work within five years from matriculation.

§ 32

The Announcement of the Summer Session, containing detailed information concerning the courses offered and concerning board and lodging, may be obtained from the Secretary of Columbia University, or from the Secretary of Teachers College.

EXTENSION COURSES

The School of Practical Arts, in co-operation with the University Department of Extension Teaching, offers to teachers and others in New York City and vicinity extension courses in various phases of practical arts. Many of these courses are given at afternoon, evening and Saturday hours convenient for those whose regular duties make their attendance at regular day classes impossible. Students in extension courses who matriculate in Teachers College, satisfying the requirements for admission to any one of the regular curricula, outlined in §§ 9-16, may, according to the special regulation for extension courses, count such courses towards any diploma and degree for which the corresponding regular courses may be counted. At least one year of the work required for any degree or diploma must, however, be taken in residence courses.

§ 33

A full announcement of extension courses in the School of Practical Arts is included in the last section of the annual Announcement of Extension Teaching which may be obtained from the Secretary of Columbia University.

In addition to regular courses for extension students, the School of Practical Arts offers through the Institute of Arts and Sciences under the University Department of Extension Teaching many special courses at hours convenient to those interested. Such extension special

courses are open to men and women, require no examinations, and are not credited toward any certificate, diploma, or degree.

Circulars concerning Special Classes in Practical Arts, giving descriptions of courses, hours, and other information, may be obtained from the Secretary of Teachers College.

UNIT COURSES

34 In addition to the regular courses of instruction, the School of Practical Arts offers each year a series of "Unit Courses," each consisting of ten lectures or demonstrations, with suggestions for supplementary reading. These short courses are intended to broaden the curricula of students who have not time for many regular courses outside their own majors. No credit will be given for such short courses, but they may be used in partial fulfilment of the requirements for the Master's degree (see §§ 11, 22).

They are open without charge to students who are registered for ten or more points per half-year. A card of admission must be obtained from the office of the Registrar. Certain short courses that are given every year are announced under departments in this bulletin; others are arranged and announced at various times during the college year.

The following unit courses have been planned in advance of publication of this bulletin. Others will be arranged between September 1918 and May 1919 and announced on the bulletin boards of Teachers College.

U 27—Social Hygiene and Sex-Education. April-May. M. and W., 5.10. See § 36

U 28—Heredity and Eugenics. February-March. M. and W., 1.10. See § 36

U 41—Teaching of Industrial Arts in Elementary and Secondary Schools. October-November. M., 7.30 p. m. See § 87

U 101—Elementary Facts of Embryology and Sex Physiology. February-March. M., 5.10. See § 36

U 105—Raw Materials of Food. November-December. M. and W., 4.10. See § 44

U 106—Raw Materials of Clothing. December-January. M. and W., 4.10. See § 44

U 107—The Metal Industries. February-March. M. and W., 4.10. See § 44

COURSES OF INSTRUCTION

General Statement

35 1. For purposes of registration, most courses are designated by the name of the subject followed by a number (*e. g.*, Biology 3).

2. In general, odd numbers (*e. g.*, Chemistry 3, Education A3) indicate courses or parts of courses given during the Winter Session (first half-year), but many such courses are repeated in the Spring Session (second half-year); even numbers, those given only during the Spring Session. *Courses bearing both odd and even numbers connected by a hyphen (*e. g.*, Chemistry 1-2) extend throughout the year and can ordinarily be entered only in September; students may enter such courses in February only when instructors approve and sign the registration cards.*

The Roman numerals are applied in the same way to sections of courses. Thus Sections I, III, V complete the course in the first half-year; II, IV, VI in the second half; and I-II or III-IV extend through both half-years. This does not apply to the A and B courses in Eng-

lish, French, German, History, and Physical Training, all sections of which extend throughout the year.

Certain fundamental courses in English, Education, French, German, History, Hygiene and Physical Training are designated by letters (*e.g.*, Education A3).

3. Courses designated by numbers from 1 to 100 are open to all qualified undergraduates.

4. Courses in all subjects, except Education, numbered from 101 to 200, are open to seniors and graduates and may be counted for credit toward all degrees. Courses in Education numbered below 300 are open to qualified seniors with approval of advisers.

5. Courses designated by numbers above 200 (in Education, above 300) are open only to graduates, unless the Committee on Instruction gives special permission to advanced students.

6. A "point" credit stands for one lecture or recitation per week for a half-year. A laboratory period of two hours equals one lecture. Each lecture or recitation requires on the average one and one-half hours of additional work, and each laboratory period requires one-half hour extra. In general, each point requires on the average two and one-half hours per week total time in lecture, laboratory, studio, library and home work. These are averages for good students; others find it necessary to devote more time to preparation of lessons.

7. Courses marked "special" are not credited toward degrees, diplomas or certificates unless the value in points is stated.

8. Courses with x affixed to the numbers are supplementary courses.

9. Courses with A and B affixed to the numbers are alternative and may be taken only as substitutes for the courses with the same numbers, unless the Committee on Instruction gives special credit.

10. Courses with a, b, or c affixed to the numbers are parts of more extensive courses bearing the same numbers.

General courses in Biology, Chemistry, Economic Science, Education, English, French, German, Geography, History, Hygiene, Mathematics, Physics, Psychology, and Social Science are described in §§ 36-52.

Technical courses in Fine Arts, Household Arts, Industrial Arts, Music and Speech, Nursing and Health, and Physical Education are described in §§ 52-107.

GENERAL COURSES

(Technical courses are described in §§ 52-107)

BIOLOGY

Laboratory ticket: Students in all laboratory courses in biology are required to purchase from the Bursar a laboratory breakage ticket, good for all science departments, price \$2. Unused coupons are redeemable at the end of any Session.

Limited sections: For all courses announced as "limited sections" students must reserve places at the time of registration. See 4 in § 24.

Students who apply for exemption from required courses in biology on the basis of study previously completed at other colleges must submit note-books, names of text-books used, and brief outlines of the previous work.

Biology 3—Introduction to Biology. Recitations, lectures, and laboratory work. 4 points. MISS STACKPOLE and assistant

Tu. and Th., 2.10-5, Winter Session. Room 421 T. C.

An elementary study of general biology, especially in its physiological aspects. Biology 4 and 57 should follow this course.

Biology 4L—Human Biology. Recitations, lectures, and laboratory work. 4 points. MISS STACKPOLE and assistant

Winter Session:

Laboratory: Section I: M. and W., 2.10-4

Section III: W. and S., 9-10.50

Lectures: W. and S., 11, or M. and W., 4.10

Spring Session (course repeated):

Laboratory: Section II: Tu. and Th., 8-9.50

Section IV: Tu. and Th., 10-11.50

Section VI: Tu. and Th., 2.10-4

Section VIII: M. and F., 9-10.50

Lectures: Tu. and Th., 9; or Tu. and Th., 4.10; or M. and F., 11

Limited sections. Room 421 T. C.

An introductory study of human structure, functions, development, and hygienic relations on a biological basis.

Biology 4x—Biology for Sex-Education. 1 point when taken supplementary to any course in hygiene or biology. Open only to women. MISS STACKPOLE

M., 5.10, Spring Session. Room 421 T. C.

A series of fifteen illustrated lectures and laboratory demonstrations dealing with the anatomical, physiological, embryological, and bacteriological facts of biology which are necessary for understanding sex-education.

Biology 51-52—Biological Nature-Study. Lectures, laboratory work, field work, and reading. 2 points each Session. Professor BROADHURST and MISS STACKPOLE

M. and W., 3.10-5. Room 423 T. C.

This course is a general introduction to the nature-study of common animals and plants. The Winter Session is chiefly plant nature-study, while the Spring Session is largely devoted to animals. The names, life-histories, habits, relations to man, and other facts of popular interest concerning living things are emphasized. Trees and forestry, cultivated plants, wild flowers, birds, insects, domesticated animals, and other materials important in nature-study are selected for study. Both half-years are essential for teachers of nature-study and biology, but general students may register for either half-year.

Biology 53L—Biology Applied to Physiology. Lectures, readings and laboratory work. 4 points. MISS STACKPOLE and Professor BIGELOW

Winter Session:

Laboratory: Section I: M. and F., 9-10.50

Section III: Tu. and Th., 9-10.50

Lectures: M. and F., 11

Limited sections. Room 421 T. C.

A comparative biological study of the structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

Prerequisites: Biology 3 or 4, or equivalent elementary biology and elementary chemistry.

§ 36

Biology 57L—Elementary Microbiology (including Bacteriology). Lectures and laboratory work. 2 points. Professor BROADHURST and assistant

This half-year course requires (1) one lecture hour, (2) one demonstration and recitation hour, and (3) one two-hour laboratory period.

The hours for Sections I-VI are as follows:

(1) Lecture, F., 3.10, either Session. Room 423 T. C.

(2) Demonstration and recitation, W., 10, 11, or 1.10, either Session

(3) Laboratory sections I-VI:

Section I: Tu., 2.10-4, Winter Session
 Section II: M., 2.10-4, Spring Session
 Section III: F., 10-11.50, Winter Session
 Section IV: Tu., 2.10-4, Spring Session
 Section VI: Th., 2.10-4, Spring Session

Special Sections

Special Section VII: S., 8.30-12.20. For the convenience of part-time students the lectures, laboratory work, and demonstration are all given on Saturday. Winter Session only. Requires a registration of fifteen students.

Special Section VIII: F., 9-11.50, lecture and laboratory. Demonstration, W., 10, 11, or 1.10. Spring Session only. Open to qualified nurses and others who secure the consent of the instructor before registration.

Limited sections. Room 423 T. C.

This course deals with bacteria, molds, yeasts, and other micro-organisms, selecting for most attention the forms which affect every-day life. The bacteriological problems of personal and public hygiene and sanitation are included. Many of the studies directly involve important problems of home economics.

Prerequisite: Elementary biological laboratory study.

Biology 153-154—Special Problems in Applied Biology (including Bacteriology). 4 points each Session. Professors BIGELOW and BROADHURST

At least ten hours per week must be arranged with instructors before registration

Students may register in either or both Sessions, for advanced work in bacteriology, or for special problems in bacteriology or other phases of applied biology. Graduate students in practical arts and educational biology who have not completed Biology 53 or 57 may arrange a combination of Biology 53 or 57 and Biology 153 or 154 with graduate credit.

Biology 253-254—Advanced Bacteriology Applied to Practical Arts. 4 points each Session. Professor BROADHURST

Instructor must be consulted before registration.

Biology 104—Biology in Education and Social Work. 2 points. Professor BIGELOW and Miss STACKPOLE

M. and W., 3.10, Spring Session.

A course which presents the leading facts and generalizations of biology—especially of evolution, heredity, embryology, and general physiology—which have important bearings upon education and social work. Several lessons of the course will be devoted to a survey of social hygiene and sex-education.

UNIT COURSES

(Ten lectures each, see § 34)

U27—Social Hygiene and Sex-Education. Professor BIGELOW, Miss STACKPOLE and special lecturers

Section I (for women): M. and W., 5.10, last five weeks, Spring Session

Section II (for men): M. and W., 5.10, last five weeks, Spring Session

U28—Heredity and Eugenics. Professor BIGELOW. M. and W., 1.10, first five weeks, Spring Session

U101—Elementary Facts of Embryology and Sex Physiology. Open to women who do not take Biology 4x. Miss STACKPOLE. Room 421 T. C. M., 5.10, first ten weeks, Spring Session

SUMMER SESSION COURSES IN BIOLOGY, 1918

Education 104—Social Hygiene and Sex-Education. 2 points. Miss STACKPOLE, Professor BIGELOW, and special lecturers.

Biology s57—Applied Bacteriology, Elementary. 2 points. Professor BROADHURST

Biology s153—Biology Applied to Physiology and Hygiene. 2 points. Miss STACKPOLE and Professor BIGELOW

Biology s253—Problems of Applied Bacteriology. 3 points. Professor BROADHURST

Nature-Study s1—Biological Nature-Study. 2 points. Miss STACKPOLE and Professor BROADHURST

CHEMISTRY

Students in all laboratory courses in chemistry are required to purchase from the Bursar a laboratory breakage ticket, good for all science departments, price \$2. Unused coupons are redeemable at the end of any Session.

Limited sections: For all courses announced as "limited sections" students must reserve places at the time of registration. See 4 in § 24.

Students who apply for exemption from required courses in chemistry on the basis of study previously completed at other colleges, must submit note-books, names of text-books used, and brief outlines of the previous work.

There are four lines of chemistry in the School of Practical Arts—General Chemistry, Household Chemistry, Biological Chemistry, and Food Chemistry.

GENERAL CHEMISTRY

Chemistry 1-2L—General Chemistry. 4 points each Session. Professor CARPENTER and assistants

Section I: Lecture, 9; laboratory, M. and F., 10-11.50

Section II: Lecture, 9; laboratory, M. and F., 3.10-5

Section III: Lecture, 2.10; laboratory, Tu. and Th., 8-9.50

Section IV: Lecture, 2.10; laboratory, Tu. and Th., 3.10-5

Limited sections

Lecture: Room 400 T. C. Laboratory: Room 402 T. C.

Chemistry 1-2 is an extended elementary course in general chemistry. The primary facts and principles are studied. The illustrative materials are taken, as far as possible, from the field of industrial and household science. A study of the properties of the more common and useful substances is made, and the preparation of many of them is undertaken in the laboratory.

Chemistry 1A—General Chemistry. Equivalent to first half of Chemistry 1-2 above. 4 points. Professor CARPENTER and assistant

Lecture, 10; laboratory, 8-9.50, M. and F., Spring Session. Lecture: Room 400 T. C. Laboratory: Room 402 T. C.

Chemistry 2A—General Chemistry. Equivalent to second half of Chemistry 1-2 above. 4 points. Professor CARPENTER and assistant

Lecture, 10; laboratory, 8-9.50, M. and F., Spring Session. Lecture: Room 400 T. C. Laboratory: Room 402 T. C.

Chemistry 3L—Elements of Chemistry. 4 points. Miss FRANCIS and Miss HONEYWELL

Section I: Lecture, 9; laboratory, Tu. and Th., 10-11.50, Winter Session. Repeated as

Section II, Spring Session

Section V: Lecture, 9; laboratory, 10-11.50, W. and S. Winter Session. (Especially arranged for students in nursing and health, but others may be admitted by the instructor.)

Limited sections. Lecture: Room 400 T. C. Laboratory: Room 402 T. C.

An abbreviated course for those who desire only an elementary knowledge of chemistry. The work covers essentially the field outlined in a high-school course. If students who take this course later change their plans and wish to enter Chemistry 31 or 41, they must complete Chemistry 5. It is not intended for students who are likely to take more advanced chemistry.

Chemistry 5L—Intermediate Chemistry. 4 points. Miss FRANCIS and Miss HONEYWELL

Section I: Lecture, 3-10; laboratory, 1.10-3, Tu. and Th., Winter Session. Repeated as

Section II, Spring Session. Room 402 T. C.

Lecture: Room 400 T. C. Laboratory: Room 402 T. C.

Limited sections

This course is open only to students who have had a thorough course in high-school chemistry or Chemistry 3. Completion of this course admits to Chemistry 31 and 41 and all other courses in Teachers College requiring a prerequisite of eight points of general chemistry. High-school graduates who apply for admission to this course must submit the note-book and a list of the books used in elementary chemistry.

SUMMER SESSION COURSES IN GENERAL CHEMISTRY, 1918

Chemistry 51—General Chemistry Applied to Practical Arts. 4 points. Professor CARPENTER and assistant

Chemistry 55—General Chemistry, Intermediate. 4 points. Professor CARPENTER

HOUSEHOLD AND ORGANIC CHEMISTRY

Chemistry 25—Food Industries. Lectures, readings, and demonstrations, varied with excursions to manufacturing establishments and reports on the processes inspected. 3 points. Professor VULTÉ and Miss VANDERBILT

§ 38

Section I: Tu. and Th., 10-11.50, Winter Session. Repeated as

Section II, Spring Session. Room 411 T. C.

Section III: M. and F., 10-11.50, Winter Session. Repeated as

Section IV, Spring Session. Room 400 T. C.

The lectures describe the preparation of the various staple foods, from the raw state to the finished product in marketable form, and include a discussion of the composition and cost of the available materials. Among the various subjects considered are the cereals, flours, meals, starch, bread, sugars, edible oils, animal and dairy products, tea, coffee, chocolate, alcoholic beverages, spices and condiments. The processes of drying, salting, smoking, canning, and preserving are described. Adulteration and substitution are also considered.

Prerequisite or parallel: A course in general chemistry.

Chemistry 31L—Household and Organic Chemistry. Lectures and laboratory work. 4 points. Professor VULTÉ, Miss VANDERBILT, and Mrs. McGOWAN

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section IV: Tu. and Th., 9-11.50, Spring Session

Section V: W., 9-11.50; F., 2.10-5, Winter Session. Repeated as

Section VI, Spring Session

Limited sections. Room 405 H. A.

This course includes (a) laboratory study of composition, properties and purification of water; effect of various cooking utensils on food products; economy of fuels; carbohydrates, testing of flour, meals, cereals, fruits, and similar products; fats, soap-making, soap powders, scouring agents and polishes; proteins, examination of eggs, meat extracts, gelatine, milk, and cheese; baking powders; tea, coffee, and cocoa; (b) lectures, demonstrations, and recitations on important organic compounds of the aliphatic and aromatic series, such as hydrocarbons, alcohols, aldehydes, ketones, acids, esters, amines, amides, amino acids, purin bases, etc.

Prerequisite: General chemistry equivalent to Chemistry 1-2. Chemistry 25 is a desirable supplement.

Chemistry 31A. 4 points. A modification of Chemistry 31 for students in household administration and others desiring a general survey of household chemistry and physics. Miss FRANCIS.

M. and W., 2.10-5, Spring Session. Room 405 H. A.

Prerequisite: Chemistry 1 or 3. This course does not admit to more advanced courses in chemistry unless the student has completed the equivalent of Chemistry 1-2.

Chemistry 41—Organic Chemistry. Lectures, recitations, and laboratory work. 4 points. Mrs. McGOWAN

Tu. and Th., 9-11.50, Winter Session

This course is designed for students who intend to specialize in biological chemistry, cookery and nutrition.

Prerequisite: Chemistry 1-2.

Household Arts 121-122—Household Chemistry, Advanced. Lectures and laboratory work. 3 points each Session. Professor VULTÉ and Miss VANDERBILT

W. and F., 2.10-5. Room 412 H. A.

This course offers an opportunity to advanced students for more extended study of household materials, such as foods, water, leavening agents, detergents, textile fibers and fabrics, etc.

Prerequisites: Chemistry 31 and 51.

Textiles 31cL—Textile Chemistry. Laboratory work. 1 point supplementary to other textile or clothing courses. Mrs. McGOWAN

Section I: Th., 2.10-4, Winter Session. Repeated as

Section II, Spring Session

Section III: W., 10-11.50, Winter Session. Repeated as

Section IV, Spring Session

Limited sections. Room 405 H. A.

This course considers (a) the identification of fibres and substitute material by means of the microscope; (b) the chemical examination of fibres including tests to determine content of cloth and adulteration, and proper use of materials in relation to cleansing and laundering; (c) lectures, and laboratory experiments in dyeing.

Prerequisite: Textiles 31a, Chemistry 3 or its equivalent.

SUMMER SESSION COURSES IN HOUSEHOLD AND ORGANIC CHEMISTRY, 1918

Chemistry s25—Food Industries. 3 points. Professor VULTÉ and assistant

Chemistry s31—Household Chemistry. 4 points. Mrs. McGOWAN

Chemistry s31a—Lectures. 2 points. Professor VULTÉ and Mrs. McGOWAN

Household Arts s121—Household Chemistry, Advanced. 3 points. Professor VULTÉ

Textiles s31c—Textile Chemistry. 1 point supplementary to any course in textiles and clothing. Mrs. McGOWAN and assistant

BIOLOGICAL CHEMISTRY

§ 39 **Chemistry 51L—Physiological Chemistry.** Lectures, conferences, and laboratory work. 4 points. Professor GIES, Dr. HEFT, and assistants

Section I: M. and F., 10-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: Tu. and Th., 10-11.50, Winter Session. Repeated as

Section IV, Spring Session

Laboratory, Room 403 H. A.

Lectures, all sections, Tu., 5.10. Room 400 T. C.

Recitations, one group, W., 5.10; another group, F., 2.10

Limited sections

The chemistry of cellular nutrition, including chemical constituents of cells, chemistry of foods, digestion, absorption, assimilation, tissues, and excretions.

Prerequisites: Chemistry 1-2 and 31 or equivalents, in general and organic chemistry; Biology 4 or 53 or equivalent in general biology and physiology.

Graduate students should register for Household Arts 225; see below.

Chemistry 51x—Biochemistry of Nutrition in Disease. Lectures and readings. 1 point supplementary to Chemistry 51. Professor GIES

M., 5.10, Spring Session

This course will present the chemical facts pertaining to abnormal nutritional processes. The causes of leading types of abnormalities, as well as the chief factors in the prevention and control of diseases, and the alleviation of their effects, will be discussed under such heads as inflammation, degeneration, resistance, infection, immunity, tolerance, dental disease, anemia, tuberculosis, dyspepsia, typhoid fever, jaundice, Bright's disease, diabetes, gout, rheumatism, intoxication, nervous disorders, and analogous subjects.

Prerequisite: Chemistry 51.

Household Arts 127L—Methods of Biochemical Analysis. Lectures and laboratory work. 4 points. Professor GIES and Dr. HEFT

Lecture, Tu., 9, Spring Session

Laboratory hours to be arranged. Room 403 H. A.

Limited sections

This course prepares the student for experimental work in general nutrition. It is confined to a study of the origin and significance of the substances of greatest importance in metabolism. The laboratory work includes qualitative and quantitative urinary analysis, the student receiving instruction in methods for the determination of total nitrogen, ammonia, urea, creatin, creatinin, uric acid, indican, chloride, sulphate, phosphate, pathological constituents, etc.

Prerequisite: Household Arts 225.

Household Arts 225—Physiological Chemistry. Lectures, recitations, and laboratory work. 4 points. Professor GIES and Dr. HEFT

Section I: Tu. and Th., 3.10-5, Winter Session. Room 403 H. A.

Lecture, Tu., 5.10. Recitation, Th., 5.10

Section II: 9-12.45, Spring Session. Recitation, Tu., 4.10; Lecture, Tu., 5.10

This course is designed for graduate students who plan to specialize in nutrition, or biological chemistry. The course presents the essential chemical facts pertaining to life processes. The composition and nutrition of the cells as the units of structure and the centers or agents of biological power and activity are studied prior to determination of the ways in which the higher plants and animals prepare and utilize nutrient materials and reject waste products in their growth, repair, reproduction, and self-preservation. The laboratory work includes studies of carbohydrates, lipins, proteins, enzymes, and other cell constituents; blood and lymph; essential and "accessory" food substances; the various types of digestions, and the chemistry of the leading tissues and urine.

Prerequisites: Chemistry 31, 41, or approved organic chemistry and Biology 4 or 53.

Household Arts 227-228—Research in Biological Chemistry. 4 points each Session. Professor GIES and Dr. HEFT

Requires not less than 10 hours per week in either half-year. Not open to undergraduates.

Certain advanced courses in Biological Chemistry are given in the laboratories of the Columbia University School of Medicine and are open, with the approval of Professor GIES, to qualified graduate students of Practical Arts.

SUMMER SESSION COURSES IN BIOLOGICAL CHEMISTRY, 1918

Chemistry 551—Physiological Chemistry. 4 points. Professor GIES and Dr. HEFT

Household Arts 225—Physiological Chemistry. 4 points. Professor GIES and Dr. HEFT

FOOD CHEMISTRY

The courses described under Nutrition and Food Economics (§67) include the principles and applications of food chemistry.

ECONOMIC SCIENCE

§ 40

Economic Science 1—Principles of Economics. 3 points. Professor ANDREWS

M., W., F., 2.10, Winter Session

This course aims to acquaint students with the modern industrial world by analyzing its general conditions in terms of economic principles; the subjects of consumption, production, and distribution are studied to discover the principles underlying the use of wealth, the production of goods by the co-operation of land, labor, capital, and management, and the distribution of the products of industry into rent, wages, interest, and profits.

This course is not open to freshmen.

Economic Science 79—Household Economic Science. 2 points. Professor ANDREWS

Section I: Tu. and Th., 3.10, Winter Session. Repeated as

Section II, Spring Session

Section III: M. and W., 4.10, Winter Session. Repeated as

Section IV, Spring Session

Deals with the organization and control of family and personal life through the economic relations of the household. The family income and its expenditure, including the following topics: the income, its source, and the equivalent of income in productive labor within the household; family expenditures and their regulation; the budget system; the items of the budget as measures of standards of living; necessities for efficient living—shelter, food, clothing, and personal life; house ownership versus rental; house maintenance, furnishings, and equipment; operating expenses and the cost of cleanness; the cost of food and clothing; the personal life as reflected in personal expenditure; thrift, methods of saving, as savings banks, investments and insurance—life, accident, and fire.

Economic Science 81—Household Accounts. 2 points. Professor ANDREWS

F., 2.10-4, Spring Session

Household accounting for the teacher, house manager, and consultant.

Practical Arts 164—Economic Problems. The Worker and the Community. Lectures, readings, and reports. 2 points. Professor ANDREWS

M. and W., 2.10, Spring Session

This course approaches problems of work and livelihood from the personal point of view as to contacts between the individual and the economic situation. It discusses conditions which make for personal efficiency in the producer and for a satisfactory living for the consumer; the social conditions which make for welfare are analyzed and the individual's opportunity to contribute to general progress; it is particularly planned for the practical arts worker and teacher.

Household Arts 165—The Household in Economic Production. Lectures, reports, and discussions. 2 points. Professor ANDREWS

Tu. and Th., 2.10, Winter Session

Detailed study of economic production, inside the household and out, as regards the goods and services needed by the family. The productive work of the household and its efficient organization by the housewife, by hired workers—the domestic service problem; the transfer of housework to outside industry; industries that serve the home; proposed co-operation—in buying, in living; municipal enterprises and the household; the household and the market.

Prerequisite: Economic Science 79, or general economic or social science.

Household Arts 166—Household Budgets. Lectures, reports, and discussions. 2 points. Professor ANDREWS

Tu. and Th., 2.10, Spring Session

The available data on household expenditures is considered in detail, including historical and comparative studies in other countries, as well as the recent investigations in the United States; methods of recording personal expenses, making surveys of household expenditures, and collecting budgets; use of budget facts, statistical and graphic methods; principles of economic consumption.

Prerequisite: Economic Science 79, or general economic or social science.

Household Arts 265-266—Problems of Household Economic Science. Lectures, reports, and discussions. 2 points each Session. Professor ANDREWS

F., 4.10 and conference hours

The course affords opportunity for graduate students in household arts to follow individual problems in the economic and social aspects of the household and family group. It includes a critical examination of household studies and surveys as already made; reports on assigned readings and library and field investigations of problems such as the general purpose of the household, its economic and social relations, the city family, the rural family, the family in relation to the state, education, and to industry.

Prerequisite: Household Arts 165-166. Graduate study of household economics, or economic or social science.

Practical Arts 301-302—Introduction to Research in Economic and Social Problems Related to Practical Arts. 4 points each Session. Dr. ALLINSON

S., 9

This course is planned for graduate students who wish practical training in the principles and methods of scientific investigation. A subject of current interest is chosen as the basis for the year's study. The Winter Session is devoted to planning and carrying on the field work under close supervision with weekly conferences and related reading. The Spring Session is spent in weighing and utilizing the data collected, and interpreting and presenting the findings in a written report.

Education 158A—Thrift, Savings, and Investment. 2 points. Mr. BRECKENRIDGE

For description, see § 49

SUMMER SESSION COURSES IN ECONOMIC SCIENCE, 1918

Administration s79—Household Economics, Introductory Budget Course. 2 points. Professor ANDREWS.

Household Arts s166—Household Budgets. 2 points. Professor ANDREWS

Household Arts s265—Problems of Household Economic Science. 2 points. Professor ANDREWS

EDUCATION

NOTE—Students who expect to teach after graduation from the School of Practical Arts should elect in the Junior year Education A3 and 2 (each 4 points) and in the Senior year Education B3-B4 (4 points) and a special methods course (6 points) in the teaching of some phase of practical arts. These education courses are required of all undergraduates who are candidates for diplomas in teaching practical arts.

Education A3—Elements of Psychology for Teachers. 4 points. Professors RUGER and WHITLEY, Dr. HOLLINGWORTH and Dr. McCALL. M., W., Th., F., 1.10, Winter Session. (See A4 below, Spring Session.) § 41

Sections V, VII, IX, XI, and XIII will be organized for Practical Arts students.

Sections I to IV are sections of Education A2 (3 points) for students of Barnard College and Columbia College. See Announcements of these colleges.

Education A3 is prerequisite to all advanced courses in education for students in the School of Practical Arts. It is intended for Juniors, and should be followed in the Spring Session by Education 2, or the first half of Education 2 (Education 2a) may be taken parallel in the Winter Session.

Education A4—Equivalent to Education A3. 4 points. M., W., Th., F., 1.10, Spring Session

Education 19—Applications of Psychology to Teaching. 2 points. Professor WHITLEY

Section I: M. and F., 9, Winter Session

Section III: W. and S., 9, Winter Session

Education 19 is intended for students who have studied in college or normal school courses of psychology briefer than Education A3. Not the equivalent of Education A3.

See also the list of courses in Educational Psychology in the Announcement of the School of Education. Education 255-256 and 251-252 are courses of special value to prospective teachers of the technical subjects.

Education 2aL—Principles of Teaching. Lectures, required readings, lesson plans, observation, and criticism of lessons. 2 points Professor MADDOX.

Section I: Tu. and Th., 11, Winter Session

Section II: Tu. and Th., 1.10, Spring Session

Section III: Tu. and Th., 11, Spring Session. Limited sections

This course is intended for Juniors with majors in education in the School of Practical Arts. It will deal with the development and formulation of the fundamental principles of teaching as these principles are seen in special lessons taught in the elementary grades. Strayer's *The Teaching Process*, and Norsworthy's and Strayer's *How to Teach* will be used as basal references.

Education 2b—Application of Teaching Principles to Practical Arts. Lectures and observations. 2 points. Professor BONSER
W. and F., 1.10, Spring Session

This course supplements Education 2a and presents the special applications of the principles of instruction most significant in teaching technical subjects.

Prerequisites: Education A3 or an equivalent course.

Prerequisite or parallel: Education 2a or equivalent.

Education B3-B4—History of Education, with special reference to Practical Arts Education. 2 points each Session. Professor GOODSELL and Dr. REISNER

Tu., 1.10, lecture for all students in the course. Conferences one hour each week throughout the year in sections as follows:

Section I: M., 1.10

Section II: M., 1.10

Section III: W., 1.10

Section IV: Th., 1.10

Section V: F., 1.10

Section VI: S., 11

This course is intended for Seniors in the School of Practical Arts. Graduate students should register for Education 421-422. The purpose of the course is to present the essential features of the educational thought of the past as this has been shaped by economic, social, political, and religious causes. Emphasis will be laid upon industrial organizations and forces in their relation to educational theory and practice.

Education 181—School and Community Festivals. Lectures, discussions, and reference reading. 2 points. Miss COLBY (chairman), Professors ABBOTT, FARNSWORTH, LATHAM, Miss DILLER, and others
S., 10-11.50, Winter Session

This course deals with the history and general principles of the dramatic festival. It is recommended that the following practical work be taken in connection with the lectures. Opportunity for work on the Teachers College festival will be given for those registered in this course.

Fine Arts 182—Art Design for Festivals. 2 points. Miss NORTHROP
F., 4.10-6, and three hours to be arranged. Spring Session

Supplementary to Education 181. Simplified art course for those who expect to take part in festivals or plays. See § 58.

Education 182—Dramatization. Professor LATHAM. Spring Session. See § 94

Education 297A—Current Problems in Practical Arts Education. 2 points. Professors DEAN, SNEDDEN, COOLEY, and Miss CARNEY
S., 9-10.50, Winter Session

This course discusses the problems entering into the teaching and administering of courses in practical arts in the field of general education for children between the ages of twelve and sixteen. It considers the place and function of industrial, agricultural, household, and commercial arts in schools which offer these subjects for purposes other than those directly contributory to wage earning.

Education 496—Practicum in Current Problems in Practical Arts Education. 4 points. Professor DEAN
S., 9-10.50, Spring Session

This course will be a study of the methods and materials now available in reports and working programs of differentiated courses and schools which seek to provide types of vocational activities contributory to pre-vocational opportunities in the field of general education for children ranging in age from twelve to sixteen. As a prerequisite, students electing this course must have had teaching or administrative experience in some phase of practical arts.

Graduate students with major interest in practical arts education should consider including in their programs some of the following general courses in education. For details, see Announcement of the School of Education.

Biology 104—Biology in Education and Social Work. Professor BIGELOW and Miss STACKPOLE

Education 183-184—Educational Hygiene. Professor WOOD

Education 195A—Principles and Practices of Scouting and Scoutcraft. Dr. FRETWELL and Mr. STETSON

Education 195B—Recreational Education. Dr. FRETWELL.

Education 196D—Scout Executives' Course. Dr. FRETWELL and Mr. STETSON

Education 196B—Recreational Leadership in High Schools. Dr. FRETWELL

Education 205A-206A—Problems for Advisers of Women and Girls. Professors STEVENS, GOODSELL, and SNEDDEN, Miss DANIELL, and others

Education 211X-212X—Experimental Education in the Elementary School. Dr. MCCALL

Education 221—History of the Family as a Social Institution. Professor GOODSELL

Education 222—Education of Women: History and Present Problems. Professor GOODSELL

Education 241-242—Philosophy of Education. Professor KILPATRICK

Education 245—Logic and Educational Problems Professor DEWEY. (Not given in 1918-19)

Education 247—Ethics and Educational Problems. Professor DEWEY. (Not given in 1918-19)

Education 283 or 284—Supervised Observation and Teaching. Professor STEVENS and assistants

Education 291—Educational Sociology. Professor SNEDDEN

Education 292—Problems of School Curricula and Special Forms of Education. Professor SNEDDEN

Education 293-294—Problems in Vocational Education. Professor DEAN

Education 294B—Vocations for Girls and Women. Professors SNEDDEN and COOLEY

Education 295-296—Vocational Education. Professor SNEDDEN

Education 297-298—Vocational Guidance. Mr. WEAVER, Professors SNEDDEN, BONSER and DEAN, and Dr. ALLINSON

Education 297A—Current Problems in Practical Arts Education. Professors DEAN, SNEDDEN, and COOLEY, and Miss CARNEY

Education 411—Elementary Supervision and the Curriculum. Professor McMURRY

Education 411B-412B—Measurement and Experimentation in Elementary Education. Dr. McCALL

Education 421-422—History of Education. Professors MADDOX and MONROE

Education 497—Sociological Foundations of Curricula. Professor SNEDDEN

Education 498—Problems of Curricula. Professor SNEDDEN

See also Religious Education (§ 51).

Technical Education—For courses in the teaching of various phases of practical arts, see the courses in education under the statements of Fine Arts, Household Arts, Industrial Arts, Music, Nursing and Health, and Physical Education

Teaching of Natural Sciences—Numerous relations of the natural sciences to practical arts are included in the courses in teaching biology, geography, nature-study, and physical sciences. See the statement of these departments in the Announcement of the School of Education.

SUMMER SESSION COURSES IN EDUCATION, 1918

NOTE—Education sAa and sAb (each 2 points) are together equivalent to Education A; Education sBa and sBb (each 2 points) to Education B; and Education sAb and sBc may be substituted for Education 2.

Education sAa—Educational Psychology. 2 points. Professor RUGER

Education sAb—2 points. Professor WHITLEY

Education sBa—History of Education to Modern Times. 2 points. Professor MONROE.

Education sBb—History of Education in Modern Times. 2 points. Professor GOODSSELL

Education sBc—Principles of Education. 2 points. Professor MADDOX

ENGLISH

§ 42 **English A1-A2L—Composition and Literature.** Lectures, themes, reports, and required readings. 3 points each Session. Professor ABBOTT, Dr. COOK, Miss DILLER, and Miss PATTON

Section I: M., W., F., 9

Section II: M., W., F., 10

Section III: M., W., F., 10

Section IV: M., W., F., 1.10

Section VI: M., W., F., 2.10

Limited sections

This course is planned to train the student in the oral and written expression of his thought and to enrich his thought by the study of a selected body of literature.

The composition practice, oral and written, is occupied chiefly with topics in the field of the individual student's work and interests, and aims to train him in the use of sources, in invention, and in selection and arrangement of material. Some oversight will be given to the written work required by other departments.

Students who need training of the voice will be advised to take Speech 1-2.

English B1-B2L—Composition and Literature. Lectures, themes,

reports, and readings. 3 points each Session. Dr. COOK, Miss HILL, and Miss PATTON

Section I: M., W., F., 11

Section II: M., W., F., 11

Section III: M., W., F., 3.10

Section IV: M., W., F., 3.10

Section V: Tu., 10; Tu. and Th., 11

Section VI: Tu., 10; Tu. and Th., 11

Limited sections

This course carries further the purpose and training offered in English A. The composition practice aims to train the student in systematic thinking in topics of interest to him, particularly in the field of his major studies. Brief addresses and oral reports; classroom exposition; papers and reports; the literature of special subjects as sources of material; the selection and use of material in special articles.

The literature studied is selected from writers who embody the more complex problems of life and society as they are rendered in the larger forms of essay, novel, drama, and poetry.

English C—Supplementary English Composition. Dr. COOK and others

Individual conferences at hours to be arranged

No credit in points, but required for graduation of all students who are assigned to this work by the Committee on Instruction because of special weakness shown in oral or written work in any departments. A student required to register for this work will not be reported as passed until the Committee is satisfied that creditable proficiency in the use of English has been attained. No fees will be charged.

English 1-2L—Composition. 2 points each Session. Professor ABBOTT

Tu. and Th., 9

Limited class

The instructor must approve registration for this course.

Students admitted with advanced standing, with a requirement of 70 points or less, may substitute this course and a four-point elective in literature for English A and B. This substitution may not be made by students admitted to the School with more than 70 points required.

The course comprises the elements of good writing, the use of library reference books, the preparation of manuscript for the printer, and the oral and written presentation of topics within the field of each student's major.

Practical Arts 112—Writing for Publication. 3 points. Professor ABBOTT

Tu. and Th., 1.10, Spring Session

Journalistic writing, including the preparation of bulletins and published reports within the field of the Practical Arts majors.

This course will be given if fifteen or more students apply before the close of the February registration period.

Prerequisite: High standing in English B, and the endorsement of the department of the student's major interest.

English 71-72—Nineteenth Century Writers. Recitations, conferences, and reports. 2 points each Session. Professor BAKER and Miss HILL

Tu. and Th., 2.10

The culmination of the romantic movement in Wordsworth, Coleridge, Byron, Scott, Keats, and Shelley. Their themes and artistic methods. English prose as represented in Lamb, Hazlitt, Carlyle, Macaulay (first half-year). Tennyson, Browning, Rossetti, Matthew Arnold, and Clough. English prose as represented in Ruskin, Matthew Arnold, and Stevenson; English fiction in Scott, Austen, Thackeray (second half-year). See Teachers College Syllabus A6.

Prerequisites: English A and B.

English 75-76—Typical Forms of Literature. Lectures, discussions, reports, and assigned readings. 2 points each Session. Professor ABBOTT and Miss DILLER

M. and W., 4.10

Prose and fiction and essays will be studied in 1918-19; drama and poetry in

1919-20. Each form will be considered briefly in its origin and development; but the main purpose will be to characterize the various types in each form, and to indicate the relation of literature of each type to the life and thought of to-day. Fiction is considered in the first half-year and essays in the second half-year. Either half may be elected separately.

Prerequisites: English A and B.

English 77-78—American Literature. Lectures, discussions, reports, and assigned readings. 2 points each Session. Dr. Cook
Tu. and Th., 3.10

A survey of American literature with special reference to the development of national ideals from the colonial period to the present time. Special attention will be given to the development of the more important types of contemporary literature.

Oral English—See courses in Speech, § 94

Education 181—School and Community Festivals. See § 41

FRENCH

§ 43 **French A1-A2—Elementary French.** 6 points. Professor BALLARD and Dr. HARVITT

Section Ia: M., W., F., 9

Section Ib: M., W., F., 9

Section IIa: M., W., F., 8

Section III: Tu., Th., S., 9

Section IV: M., W., F., 2.10

Section V: M., W., F., 1.10

This course aims to secure a command of elementary spoken and written French. The work consists of grammatical studies, phonetic drill, oral exercises, and sight translation. Text-books: *Beginners' French*—Walter and Ballard; *Short Stories for Oral French*—Ballard; *Elementary History of France*—Josselyn and Talbot; *A French Reader*—Ballard; *Phonetic French Reader*—Ballard and Tilly.

French B1-B2—Intermediate French. 6 points. Professor BALLARD and Dr. HARVITT

Section Ia: M., W., F., 10

Section Ib: M., W., F., 10

Section II: Tu. and Th., 4.10-5.30

This course continues French A. Text-books: *Beginners' French*—Walter and Ballard; *Short Stories for Oral French*—Ballard; *Phonetic French Reader*—Ballard; *Composition*—Francois; *L'Abbé Daniel*—Theuriet; *Contes Divers*—Harvitt; *La Mare au diable*—Sand. Students deficient in pronunciation will be required to do special work in French sounds.

Students who have not completed *within a year* French A1-A2, or its equivalent, may not register for French B1, unless the instructors give approval.

GEOGRAPHY

§ 44 **Geography 105-106—Industrial and Commercial Geography.** Lectures and library work. 2 points each Session. Professor McFARLANE and Dr. LOBECK

M. and W., 4.10

The first part of the course will deal with the distribution of raw materials, the laws of commerce, and the world highways. The second part will consist of a detailed study of the leading commercial nations of the world, with especial emphasis upon the commerce of the United States. Smith's *Industrial and Commercial Geography*, and assigned readings.

UNIT COURSES

(Ten lectures each, see § 34)

U105—The Raw Materials of Food. Second ten lectures of Geography 105. M. and W., 4.10, Winter Session. Professor McFARLANE

U106—The Raw Materials of Clothing. Last ten lectures of Geography 105. M. and W., 4.10, Winter Session. Professor McFARLANE

U107—The Metal Industries. First ten lectures of Geography 106. M. and W., 4.10, Spring Session. Professor McFARLANE

GERMAN

German A1-A2—Elementary German. Reading, grammar, work in hearing and speaking. 3 points each Session. Mr. BACH \$ 45

Section I: M., W., F., 9

Section II: M., W., F., 2.10

The aim of this introductory course is to teach students the elements of German grammar and to read easy German prose. Simple exercises in hearing and speaking will also be emphasized.

German B1-B2—Intermediate German. Reading, including much sight reading, grammar, work in hearing and speaking. 3 points each Session. Mr. BACH

M., W., F., 1.10

This is a continuation of German A, and is intended to give added facility in reading simple German prose, some of which will be chosen to meet the needs of students in their work in the School. Oral practice and composition will also be emphasized.

German A4-A5—Equivalent of German A1-A2, but this class begins in the Spring Session and completes the course in the following Winter Session

M., W., F., 10, if ten students register

German C1-C2—Conversation and Composition. 2 points each Session. Mr. BACH

Hours to be arranged, probably Tu. and Th., 10

The main emphasis in this course will be put on oral practice and composition. It may be taken with German B.

HISTORY

History A1-A2L—Modern and Contemporary History. Lectures, discussions, and readings. 3 points each Session. Dr. FAULKNER \$ 46

Section I: M., W., F., 9

Section II: Tu., Th., S., 9

Section III: M., W., F., 11

Section IV: M., W., F., 1.10

Limited sections

Beginning with a survey of the most important changes that mark the transition to modern times, this course is devoted chiefly to the history of Europe from the eighteenth century to the present. Among the principal topics are intellectual and scientific progress in the eighteenth century; great political, economic, and social changes wrought by the French Revolution, the Napoleonic regime, and the Industrial Revolution; growth of democracy and nationalism; spread of European civilization; imperialism, international relations and rivalries; underlying causes of the Great War, and problems of reconstruction. The general purpose is to study the historical development of current national and international conditions and problems.

This course is intended primarily for Freshmen and Sophomores.

History B1-B2—Social History of Industry. Lectures, discussions, and readings. 3 points each Session. Professor GAMBRILL

Section I: M. and W., 4.10-5.30

Section II: Tu. and Th., 4.10-5.30

A general view of the industrial development and accompanying social changes in Western Europe and America with special reference to England and the United States. After a brief study of primitive and ancient societies and the conditions influencing progress, the course deals with the industrial and social systems of the Middle Ages, and the transition to modern times; the Industrial Revolution and its consequences, coming of the age of invention, machinery, and applied science, with the resulting transformation of society and emergence of the great industrial and social problems of to-day. Special attention is devoted to the

story of the workers—their status in society, their problems, their organizations, and their efforts for emancipation and advancement.

This course is intended for Sophomores and Juniors. Not open to Freshmen.

History 145-146—Social and Industrial History of the United States. 3 points each Session. Professor GAMBRILL
M. and W., 2.10. Room 418 T. C.

The purpose of the course is to study the origin and development of current social and industrial conditions in the United States, with special reference to changing problems in education and social reform. After a preliminary survey from the world point of view of the expansion of Europe over-seas, the Commercial Revolution, and the Industrial Revolution, such topics are dealt with as the social origins and industrial and institutional beginnings of the American people; influence of varied and abundant natural resources, and of great areas of cheap land; progress of agriculture; effects upon society of the advent of the age of invention, machinery, and applied science; rise and inter-relations of great industries, growth of capitalism and industrial combination; organization of labor and struggle of the workers for advancement; race problems; changing status of women; proposals and experiments in social reform.

For Seniors and graduates. Not open to Juniors or students who have taken the undergraduate History B2.

Education 221—History of the Family as a Social Institution. 2 points. Professor GOODSELL
Tu. and Th., 4.10, Winter Session

The first part of the course is designed to afford an historical survey of the evolution of the family from primitive times to the age of the Renaissance. The patriarchal type of family organization as it developed in Palestine, Greece, and Rome, and the influence of Christianity upon family life and ideals will receive special attention. The economic and social causes leading to the modern type of family organization as it exists in England and America will next be considered. Finally an analysis will be made of the conditions and problems of the twentieth-century family. Throughout the course the students will be encouraged to formulate a tentative philosophy of the home in its relation to community life.

Education 222—Education of Women: History and Present Problems. 2 points. Professor GOODSELL
Tu. and Th., 4.10, Spring Session

The first part of the course will be devoted to a brief historical review of the education of women among the leading nations of ancient and modern times as that education was determined by the social and economic status of women. This historical survey will be merely introductory to a study of the present educational situation with special reference to the problems growing out of the higher education and the specialized training of women.

History of Art. See Fine Arts 69-70, under FINE ARTS, § 54

History of Cookery. See Cookery 90, under FOODS AND COOKERY, § 65

History of Costume. See Clothing 33, under TEXTILES AND CLOTHING, § 68

History of Education. See Education B under EDUCATION, § 41

History of Music. See Music 21-22, under MUSIC, § 89

History of Nursing. See Nursing 21-22, under NURSING AND HEALTH, § 98

HOUSEHOLD ARTS

For courses in Household Arts, see under TECHNICAL COURSES, §§ 62-80

HYGIENE

§ 47 **Hygiene A—Personal Hygiene.** 2 points. Professor WOOD and others. See description under PHYSICAL EDUCATION; § 101

Hygiene 72—Personal and General Hygiene. Lectures, recitations, and required readings. 2 points
Not given in 1918-19

This course is intended for advanced students and is not open to Freshmen

and Sophomores. It will consider the principles of hygiene, both personal and general, and their practical application to everyday life.

Hygiene 75—Sanitary Science. Lectures and demonstrations. 2 points. Professors WINSLOW and BROADHURST

Lecture, M., 4.10-5.30, Winter Session

Recitation, W., 5.10-6, Winter Session

This course includes a general survey of the fundamental principles of sanitary science and disease prevention and their application to water supply, milk and general food supply, disposal of sewage and garbage, air supply, the problems of tenement and factory sanitation, and the spread and control of infectious diseases. Brief attention will also be given to the problems of rural hygiene, the preventive factors in constitutional disease, personal hygiene, and the social and economic aspects of health problems. The functions and methods of boards of health will be discussed and the use of vital and sanitary statistics.

Recommended preparatory or parallel course: Biology 57.

Hygiene 175—Sanitary Science (for graduate and advanced students). 2 points. Professors WINSLOW and BROADHURST

Lecture, M., 4.10-5.30, Winter Session

Recitation, F., 4.10-5

This is a special section of Hygiene 75 (see above), open only to graduate students and those who obtain the consent of the instructor before registration.

The required book for this section is Rosenau's *Preventive Medicine and Hygiene*.

Prerequisite: Biology 57 or its equivalent.

Hygiene 76—Industrial Hygiene. Lectures and field work. 2 points. Professor WINSLOW

M., 4.10-5.30, Spring Session. Hours for field work 3.10-6 on six Mondays during the Session

This course deals with the dangers to life and health in factories and workshops, and with the practical work of sanitary inspection as applied to industrial establishments. It will include a brief discussion of factory accidents, a consideration of industrial poisonings from lead, phosphorus and other metals, and from the inhalation of noxious gases, and with the effect of factory dust and vitiated air upon health, and particularly upon the prevalence of tuberculosis. Emphasis will be laid upon possible preventive measures and the inspection work will furnish a basis for judging sanitary conditions.

Hygiene 77—Health Administration. Lectures and discussions. 2 points.

Tu., 4.10, Spring Session

This course, designed particularly for public health nurses, will deal with the powers, organization, and administration of state and municipal health departments, and with the practical methods of sanitary control and public health education.

Prerequisite: Hygiene 75.

Household Arts 185-186—Public Health Investigation. 2 points each Session. Professor WINSLOW

Hours to be arranged, probably M., 2.10 or 3.10

This course is intended to enable properly qualified graduate students to conduct under direction advanced original investigation of public health problems.

For the following related courses, see under BIOLOGY, § 36

Biology 4x—Biology for Sex-Education

Biology 57—Microbiology

Biology 153—Advanced Bacteriology

For the following courses, see under PHYSICAL EDUCATION, §§ 101-107

Education 183-184—Educational Hygiene

Education 187-188—Hygiene of Childhood and Adolescence

INDUSTRIAL ARTS

For courses in Industrial Arts, see under TECHNICAL COURSES, §§ 81-87

LANGUAGES

See English § 42, French § 43, German § 45, Latin § 48, Spanish § 51

LATIN

§ 48

Latin A1-A2—Beginning Latin for Practical Arts Students. 3 points each Session. Professor LODGE and Mr. BACH
M., W., F., 10

Intended for those students who desire a non-technical acquaintance with the fundamental facts of the Latin language, especially in its relation to English, and some glimpse of Latin literature and civilization.

Latin 1—Latin Literature. 2 points. Professor LODGE
Hours to be arranged before registration. Spring Session.

Selections from the Latin poets, comprising the most important short poems of Catullus, Vergil, Horace, Tibullus, Propertius, Seneca, Martial, etc., read with a view to their literary value and their influence upon English writers.

Latin 2—Scenes from Roman Public and Private Life. 2 points. Professor LODGE

Hours to be arranged before registration. Spring Session.

Selections from the Roman authors illustrating public and private manners and conditions in administration, education, politics, and literature; also pictures of types of Roman society, such as legacy hunters, spendthrifts, pedants, patrons, etc., as well as incidents of travel and entertainment.

Latin 7-8—Great Greek and Latin Authors in Translation. 2 points each Session. Professor LODGE

Hours to be arranged before registration

In the Winter Session, Greek authors, Homer, Hesiod, the Dramatists, the Historians, Demosthenes, Plato, Aristotle, Theocritus, and Lucian will be read; in the Spring Session, the Latin authors, Lucretius, Catullus, Cicero, the Historians, Horace, Vergil, Seneca, Quintilian, Lucian, and Martial.

There will be one class meeting a week for lecture and reports on the assigned reading.

MATHEMATICS

§ 49

Mathematics 31-32—Industrial Mathematics. 2 points each Session. Mr. BRECKENRIDGE
S., 11-12.50. Room 211 T. C.

This course is designed especially for teachers of mathematics or mechanic arts in technical or trade schools, but it is also useful for teachers in academic schools who wish to vitalize the teaching of mathematics by the use of practical problems. It includes the slide rule, short methods, checks, mensuration of plane and solid figures, logarithms, the trigonometric solution of plane triangles, the micrometer, the vernier, approximations, errors, graphic computation, elementary mechanics, and elementary work with the transit and level.

Practical problems are selected according to the needs of the student; the mathematics of wood-working; rough lumber; general construction; forestry methods in heights of trees; house building; power transmission, pulleys, belts, and speeds; pattern-making and foundry work; metal-working; cutting speed and feed; tapers; thread proportions; gearing for screw cutting; indexing; gear proportions and spirals.

Prerequisite: College entrance mathematics or an equivalent experience in mechanic arts.

Education 158A—Thrift, Savings, and Investment. 2 points. Mr. BRECKENRIDGE

Tu. and Th. at 5.10, Spring Session

This course is intended for teachers in elementary and secondary schools, in vocational schools, and in schools maintained by large stores and industrial establishments. It is also intended for both men and women who need a practical course in economics and in personal savings and investments.

The course will include a study of the methods of presenting thrift in the schools in connection with the various school subjects especially in the classes in arithmetic and in high-school mathematics; a study of the United States Government campaign for War Savings and Thrift, the organization of War Savings Clubs, the several issues of Liberty Bonds; the various agencies for promoting thrift through saving money such as the savings bank, postal savings, building and loan associations, cooperative banks; the methods of conducting a bank account; the question of habit formation in relation to savings; the methods of investing money such as real estate, stocks, bonds, with a study of the relative desirability, safety and yield of the several types of investment securities; thrift through economical buying by taking advantage of various forms of cash and trade dis-

counts; thrift in borrowing money so as to avoid excessive interest rates including borrowing from bank, loan societies, the Morris plan, loan sharks; thrift through provision for emergencies and for old age by means of life insurance, endowment insurance, health and accident insurance, annuities and life incomes.

No special preparation in mathematics is needed on the part of those who take the course. For undergraduates this course may count as mathematics or as science in the satisfaction of the requirement for the B. S. degree.

SUMMER SESSION COURSE IN MATHEMATICS, 1918

Mathematics s31—Industrial Mathematics. 2 points. Mr. BRECKENRIDGE

Education s160—The Teaching of Applied and Industrial Mathematics. 2 points. Mr. BRECKENRIDGE

MUSIC

For courses in Music, see under TECHNICAL COURSES, §§ 88-93

NATURE-STUDY

Biological Nature-Study. See Biology 51-52

Physical Nature-Study. See Physics 1-2

NURSING AND HEALTH

For courses in Nursing and Health, see under TECHNICAL COURSES, §§ 95-100

PHYSICAL EDUCATION

For courses in Physical Education, see under TECHNICAL COURSES, §§ 101-107

§ 50

PHYSICS

Laboratory ticket: Students in all courses in physics are required to purchase from the Bursar a laboratory breakage ticket, good for all science departments, price \$2. Unused coupons are redeemable at the end of any Session.

Students who apply for exemption from required courses in physics on the basis of study previously completed at other colleges must submit note-books, names of text-books used and brief outlines of previous work.

Physics 1L—General Course in Applied Physics. Lectures, excursions, and laboratory work. 4 points. Mr. Good and assistant
Winter Session:

Laboratory: Section I: Tu. and Th., 10-11.50

Section III: Tu. and Th., 3.10-5

Section V: (For men). M. and W., 3.10-5

Lectures: Tu. and Th., 9; or Tu. and Th., 2.10

Spring Session (course repeated):

Laboratory: Section II: M. and W., 10-11.50

Section IV: M. and W., 3.10-5

Lectures: M. and W., 9; or M. and W., 2.10

Limited sections. Room 408 T. C.

This course includes a series of exercises in the study of practical appliances, and serves as a basis for a scientific interpretation of physical experience.

A considerable part of the work involves the construction, operation, and uses of such appliances as clocks, pulleys, balances, pumps, elevators, water-motors, water systems, steam-engines, gas-engines, water heaters, the automobile, musical instruments, the camera, the microscope, the projectoscope, electric lighting, household electrical utensils, ammeters, voltmeters, wattmeters, electric cells, storage batteries, the telegraph, the telephone, motors, generators, wireless, and the X-ray.

Physics 1a. Lectures in Physics 1. 2 points

Physics 2—Applied Physics. Lectures, excursions, and laboratory work. 4 points. Mr. Good and assistants

Tu. and Th., 9-11.50, Spring Session. Room 408 T. C.

This course is based upon Physics 1, and proceeds into a more extended treatment of familiar experiences and typical appliances which belong in the field of physics. The work will include studies of practical apparatus for demonstrating the principles of mechanics, sound, heat, light, and electricity. Opportunity

will be given for constructing, operating, and testing various types of mechanical, heating, and electrical apparatus and household appliances; for operating motors, generators, steam-engines and gas engines; for a study in detail of the mechanisms of an automobile, and for observation of the mechanical, electrical, heating, ventilating, refrigerating, elevator and water systems of the Teachers College buildings.

Prerequisite: Physics 1.

Physics 31L—Household Physics. Lectures, excursions, and laboratory work. 2 points. Mr. GOOD and assistants

Winter Session:

Laboratory: Section I: W., 10-11.50

Section III: M., 10-11.50

Lecture: W., 9

Spring Session (course repeated):

Section II: Th., 2.10-5

Limited sections. Room 408 T. C.

The purpose of this course is to teach how to use and care for the equipment of homes and institutions, with particular reference to mechanical and sanitary aspects. It will show how modern appliances may be either nuisances or sources of comfort, according as one can or cannot make intelligent use of them. The course will deal with water supply, plumbing, sewers, heating, ventilation, refrigeration, gas supply, stoves, lamps, electric lighting, cooking and heating, telephones, elevators and dumbwaiters, machinery for dishwashing, laundry and cleaning, fire extinguishers, and general repairs.

Prerequisite: Physics 1.

Music 31—Sound as Related to Music. 2 points. Mr. GOOD and others. See description in § 90

PSYCHOLOGY

See Education A3, under EDUCATION, § 41

RELIGIOUS EDUCATION

§ 51

(For full description of the following elective courses, see the Announcement of the School of Education)

Education 61x-62x—Problems in Sunday School Teaching. 1 point each Session. Miss TALLMAN

Education 261—Reconstruction of Method in Religious Education. 2 points. Miss TALLMAN, Professors COE and HARTSHORNE

M. and W., 3.10

Education 262—Special Methods in Religious Education. 2 points. Miss TALLMAN and Miss RANKIN

M. and W., 3.10

Education 261x-262x—Field Work in Religious Education. 2 points. Miss TALLMAN and others.

F., 11

Education 263-264—The Use of the Bible in Religious Education. 2 points each Session. Miss TALLMAN

Sunday, 9.15

Education 269-270—The Problems of Foreign Missionary Education. 2 points each Session. Dr. SAILER

Tu. and Th., 11

Biblical Literature 149—The Religion of the Old Testament. 2 points. Dr. BEWER

Biblical Literature 150—The Religion of the New Testament. 2 points. Dr. BEWER

M. and W., 5.10, Winter Session.

Biblical Literature 151—The Religion of the Old Testament Teaching. 2 points

Tu. and Th., 1.10, Winter Session

This and 152 are special sections of Biblical Literature for Jewish students.

Biblical Literature 152—The Religion of Post-Biblical Jewish Literature. 2 points

Tu. and Th., 1.10, Spring Session

Biblical Literature 153-154—Significance and Inspiration of the Bible

M. and W., 5.10, Winter and Spring Sessions

A special section of Biblical Literature for Catholic students.

SOCIAL SCIENCE

Social Science 89—Introduction to Social Problems. 2 points. Professor CHADDOCK

§ 51

Tu. and Th., 3.10, Winter Session. Room 200 T. C.

This course will offer an introduction to the study of modern social problems and their relations. Such topics as the following will be considered: Adjustments made necessary by changes affecting the family, property, and freedom of contract; the demands for better protection of personal rights in contrast to property rights, emphasized by the growth of the democratic movement; the tendency towards direct action in the affairs of government; the control of industrial conditions in the interests of the common welfare; the adjustment of the educational system to modern needs; the public health movement in its relations to other social problems; the movement through labor organizations and other voluntary associations, or through social legislation and social insurance, to raise and maintain the standard of living; finally the emphasis upon coöperation in contrast to individualism.

Social Science 90—Basis of Social Legislation. 2 points. Professor CHADDOCK

Tu. and Th., 3.10, Spring Session. Room 200 T. C.

The law as it relates to the family and to social institutions is considered in this course. Domestic relations, support of family, protection of children, tenement house regulations, Board of Health control, regulation of women's and children's labor, dangerous occupations, employer's liability, industrial insurance, etc., will be considered from the legal and social point of view with the interpretation of statistics and their bearing upon legislation.

Social Science 110—Public Health and Standard of Living. 2 points. Professor CHADDOCK

F., 4.10-6, Spring Session. Room 502 Kent

Requires a registration of fifteen students.

This course treats of the various phases of human conservation, and their economic and social significance. It is recommended in the place of Social Science 90 for students interested in general social problems and not specially concerned with the problems of social legislation.

Social Science 203—Modern Social Problems. For graduate students. 2 points. Professor CHADDOCK

Tu. and Th., 3.10, Winter Session

The lectures are the same as in 89 above. Additional readings and reports will be required.

Practical Arts 301-302—Introduction to Research in Economic and Social Problems Related to Practical Arts. 4 points each Session. Dr. ALLINSON

Hours to be arranged. See § 40

Education 221—The History of the Family as a Social Institution. 2 points. Professor GOODSELL. See under HISTORY, § 46

Biology 104—Biology in Education and Social Work. 2 points. Professor BIGELOW and Miss STACKPOLE

See under Biology, § 36

SPANISH

Spanish A1-A2—Elementary Spanish. 3 points each Session.

M., W., F., 11

This elementary course may, if the adviser approves, be substituted for French or German required in the Freshman year.

SPEECH

For courses in Speech, see § 94

TECHNICAL COURSES

(For general courses see §§ 36-51)

§ 52 The technical courses of the School of Practical Arts are in the following lines: Fine Arts (§§ 52-61); Household Arts (§§ 62-80); Industrial Arts (§§ 81-87); Music and Speech (§§ 88-94); Nursing and Health (§§ 95-100); Physical Education (§§ 101-107); Practical Science (§ 108).

FINE ARTS

Professors DOW and CORNELL, *advisers*; Miss BLISS, *associate adviser*

In Fine Arts there are five lines of work, any one of which may be of major interest in professional programs leading to the Bachelor's degree:

- I—DRAWING AND PAINTING
- II—DESIGN IN THE ART INDUSTRIES
- III—HOUSE DESIGN
- IV—COSTUME DESIGN AND ILLUSTRATION
- V—FINE ARTS EDUCATION

I, II, III, and IV lead to the degree of Bachelor of Science; V to the degree of Bachelor of Science and to a teacher's diploma.

FUNDAMENTAL COURSES

The following courses are required of all who specialize in Fine Arts: Fine Arts 1—Art Structure A; 2—Art Structure B; 3—Free-hand Drawing; 69-70—Art Appreciation.

Fine Arts 1, 2, 51-52, and 81-82 (Art Structure A, B, C, and D) constitute a three years' series and must be taken in this order.

MAJORS IN FINE ARTS

I—Drawing and Painting—Professors DOW and CORNELL, *advisers*
Required program of studies for the Bachelor's degree:

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Fine Arts 1, 2, 3, 51-52, 53-54, 69-70, 75, 81-82, 83-84, 93-94; Drawing 3-4

ELECTIVES to make a total of 124 points

Four-year students who intend to register for Drawing and Painting as a professional major in the Junior and Senior years are recommended to plan a program of studies as follows: *First year*: English A, French A, Hygiene A, Fine Arts 1, 2, 3, Physical Training A, and electives. *Second year*: English B, French B, History A, Fine Arts 25-26, 53-54, 69-70, Physical Training B, and electives. *Third year*: Psychology, Fine Arts 51-52, 75, 93-94, Drawing 3-4, and electives. *Fourth year*: History B, Fine Arts 81-82, 83-84.

§ 53 II—Design in the Art Industries—Professor DOW, *adviser*. Mr. THATCHER, *associate adviser*

Required program of studies for the Bachelor's degree:

GENERAL COURSES: See Major I above

TECHNICAL COURSES: Fine Arts 1, 2, 3, 25-26, 31-32, 51-52, 69-70, 75; Drawing 3-4, and craft work

ELECTIVES to make a total of 124 points

Four-year students who intend to register for Design in Art Industries as a professional major in the Junior and Senior years are recommended to plan a program of studies as follows: *First year*: English A, French A, History A, Hygiene A, Fine Arts 1, 2, 3, Physical Training A, and electives. *Second year*:

English B, French B, Drawing 3-4, Fine Arts 25-26, 31-32, 75, Physical Training B, and electives. *Third year:* History B, Fine Arts 51-52, 69-70, and electives. *Fourth year:* Under the direction of the advisers.

III—House Design—Professor Dow, *adviser*. Mr. MEEKER, *associate adviser*

Required program of studies for the Bachelor's degree:

GENERAL COURSES: See Major I above

TECHNICAL COURSES: Fine Arts 1, 2, 3, 4 and 41 and courses in decoration to be announced later; Drawing 3-4, 31-32, 33-34; Administration 31; Textiles 31

ELECTIVES to make a total of 124 points

A limited amount of practical work with professional designers and supervised by the advisers may be taken in the Senior year. Plans for such work must be approved by the Committee on Instruction and be registered in advance.

Four-year students who intend to register for House Design and Decoration as a professional major in the Junior and Senior years are recommended to plan a program of studies as follows: *First year:* English A, Hygiene A, History A, Fine Arts 1-2, 3-4, Drawing 3-4, Administration 31, Physical Training A, and electives. *Second year:* English B, Economic Science 1, French A, Physical Training B, Drawing 31-32, Fine Arts 11, 41, and electives. *Third year:* History B, Fine Arts 69-70, Drawing 33-34, Chemistry 3, courses in house design, and electives. *Fourth year:* Textiles 31, courses in house design and electives.

IV—Costume Design and Illustration—Professor Dow, *adviser*. Miss WILMOT, *associate adviser*

Required program of studies for the Bachelor's degree:

GENERAL COURSES: See Major I above

TECHNICAL COURSES: Fine Arts, 1, 2, 3, 21, 22, 23-24, 69-70, 71-72, 75, 91-92, 97-98; Clothing 15, 33, 45, 85

ELECTIVES to make a total of 124 points

Four-year students who intend to register for Costume Design as a professional major in the Junior and Senior years are recommended to plan a program of studies as follows: *First year:* English A, French A, Hygiene A, Biology 4, Fine Arts, 1, 2, 3, Clothing 15, Physical Training A, and electives. *Second year:* English B, French B, Fine Arts 21, 23-24, Clothing 33, Physical Training B. *Third year:* History A, Fine Arts 53-54, 69-70, 71-72. *Fourth year:* Fine Arts 73-74, 75, 91-92, 97-98. Clothing 85, and electives.

V—Fine Arts Education—See § 60

COURSES IN FINE ARTS

ART APPRECIATION AND HISTORY

Fine Arts 69-70—Art Appreciation. History of Art. Lectures and required reading. 2 points each Session. Professor Dow (69), Miss BLISS, Miss DEMENT, Mr. MARTIN and others (70)

§ 54

Tu., 4.10-5.30. Horace Mann Auditorium

Appreciative study of painting, sculpture, architecture, and design, in historical development. Lantern illustrations.

First part of course: nature of space arts, art structure, composition of line and mass, color-theory, art criticism.

In the historical study, general chronological order is followed, but facts as to dates and periods are to be derived from the text-book, Reinach's *Apollo*. Reading is tested by written exercises. Illustrated reports of work in museums and libraries will be required.

Fine Arts 169-170. Art appreciation for graduate students. 2 points each Session. Professor Dow (169), Miss BLISS, Mr. MARTIN and others (170)

Tu., 4.10-5.30, and conference hour

ART STRUCTURE

Fine Arts 1—Art Structure A. For teachers, designers, illustrators, craftsmen and painters. Lectures and studio work. 3 points. Professors Dow and CORNELL, Miss TANNAHILL, and Miss NORTHRUP

Section I: M. and W., 9-11.50, Winter Session

Section II: Tu. and Th., 2.10-5, Spring Session

Section III: Tu. and Th., 9-11.50, Winter Session. Room 430 Macy

Section IV: M. and W., 9-11.50, Winter Session. Room 507 H. A.

The courses in art structure stand for (a) *freedom*—to use *line, mass, color*; (b) *power*—to appreciate fine qualities of proportion, arrangement and color, and to obtain these qualities in creative art work.

Outline: 1. Principles of art—how lines, masses, colors, may be put together to produce fine quality—spacing, rhythm, groupings. 2. Original design—choosing and combining lines, masses, colors. Exercises with brush and ink, charcoal, colored crayons, water color. Position of body, breathing, control of hand, freedom of movement, power in execution. Study of masterpieces. 3. Use—Applications in painting, illustrating, designing, modeling and handicraft.

Reading, Dow's *Composition and Theory and Practice of Teaching Art*.

Fine Arts 2—Art Structure B. Continuation of Fine Arts 1. Lectures and studio work. 3 points. Professor CORNELL, Miss TANNAHILL, and Miss NORTHRUP

Section I: M. and W., 9-11.50, Spring Session

Section II: Tu. and Th., 9-11.50, Spring Session. Room 430 Macy

Section III: M. and W., 9-11.50, Room 507 H. A.

Principles of composition; line and dark-and-light harmonies in pattern, lettering and landscape; how to study color; harmony of colors in design, pictures, costumes, printing, the home. Study of historic examples, primitive art, Japanese art. Special study, under guidance, of museum art collections.

Applications in decoration, textile design, illustration, painting.

Reading as in Fine Arts 1, also Day's *Pattern Design*, Johnston's *Writing, Illuminating and Lettering*.

Prerequisite: Fine Arts 1. Design or drawing in other schools can not be accepted as equivalent of Fine Arts 1 or 2.

§ 55

Fine Arts 51-52—Art Structure C. Continuation of Fine Arts 2. Lectures and studio work. 3 points each Session. Professors Dow and CORNELL (51), Professor CORNELL (52)

M. and W., 2-10.5. Room 435 Macy

Advanced work in principles of composition, with applications in wood-block color-printing; painting, charcoal landscape; practical design. Four hours' outside work weekly. Copying in museums.

Reading, Raymond's *Genesis of Art Form*.

Prerequisites: Fine Arts 1, 2.

Fine Arts 151-152—Art Structure C. For graduate students. 3 points each Session. Professors Dow and CORNELL (151), Professor CORNELL (152)

Fine Arts 49-50—Art Structure Ca. Lectures and studio work. 1½ points each Session. Professor Dow and Miss TANNAHILL

S., 9-11.50. Room 430 Macy. Not given in 1918-19

An abridged course in theory and principles of art. (See Fine Arts 1, 2, 51-52.) For teachers, designers, illustrators, craftsmen, and painters.

Exercises in composition. Brush drawing and painting; charcoal studies; color in theory and practice. Assigned reading and museum work.

Fine Arts 75—Lettering. Lectures and studio work. 3 points. Miss TANNAHILL

Section I: Tu. and Th., 2.10-5, Spring Session. Room 430 Macy

Art in lettering. Ancient and modern lettering. Reed-pen, steel pen, brush and stick lettering. Designing of posters, cards, title-pages, inscriptions, and illuminations. Designs for war service. Selected designs may be engraved, on linoleum or wood, and printed.

Reading, Day's *Pattern Design*; Johnston's *Writing, Illuminating, and Lettering*; Dow's *Composition*.

Prerequisite: Fine Arts 1 and 2. Design or drawing in other schools cannot be accepted as equivalent of Fine Arts 1 or 2.

Fine Arts 81-82—Art Structure D. Continuation of Fine Arts 51-52. Lectures, reading and studio work. 3 points each Session. Professors Dow and CORNELL (81) and Professor CORNELL (82)

Tu. and Th., 9-11.50. Room 507 H. A.

Advanced work in line, dark-and-light and color. Applications of principles of composition, in book illustration, illumination, covers, landscape, textile design, wood-block and stencil color-printing. Copying in museums.

Prerequisites: Fine Arts 1, 2, 51-52, and 53-54.

Fine Arts 81a-82a—Art Structure Da. Lectures and studio work. 1½ points each Session. Professor DOW and Miss TANNAHILL (81a), Miss TANNAHILL (82a)

S., 9-11.50. Room 430 Macy

A course in theory and principles of art, abridged from Fine Arts 81-82 (see Fine Arts 1, 2, 51-52, 81-82). For designers, illustrators, craftsmen, painters, and teachers. Exercises in composition. Brush drawing and painting; charcoal studies; color in theory and practice. Composition in book illustration, textile design, landscape, wood-block and stencil color-printing. Assigned reading and museum work.

Prerequisites: Fine Arts 49-50, or 51-52, and 53a-54a.

Note: Fine Arts 81a-82a alternates with 49-50.

Fine Arts 281-282—Art Structure D. For graduate students. 3 points each Session. Professors DOW and CORNELL (281), Professor CORNELL (282)

DRAWING, PAINTING, and MODELING

Fine Arts 3—Freehand Drawing. 2 points. Mr. MARTIN

\$ 56

Section I: Tu. and Th., 2.10-4, Winter Session

Sections III-IV: W., 4.10-6, Winter and Spring Sessions. Room 426 Macy

Outline, relief, light and shade. Perspective. Drawing from still life, flowers, and casts; landscape sketching. Charcoal, brush, pencil. Copying of masters' drawings.

Reading, Norton's *Freehand Perspective*; Lutz *Practical Drawing*; Wm. M. Hunt's *Talks on Art*.

Fine Arts 3x—Blackboard Drawing. 1 point supplementary to any course in Fine Arts, Drawing, or Science Teaching. Mr. MARTIN F., 4.10-6, October and November

Practice in rapid drawing and sketching upon the blackboard. Figures in action, animals, fruits, and flowers, still-life, and landscape.

For students in the Junior year, and those who obtain the consent of Professor Dow.

Fine Arts 4—Freehand Drawing, Advanced. 2 points. Mr. MARTIN

Fine Arts 3; continued

Tu. and Th., 2.10-4, Spring Session

Fine Arts 25-26—Clay Modeling and Pottery. 2 points each Session. Mr. UPJOHN

Section I: W. and F., 3.10-5

Section II: Tu. and Th., 2.10-4

Section III: Tu. and Th., 10-11.50. Room 31 Macy

Clay modeling; Modeled and incised tiles and panels. Mouldings, medallions in low and high relief. Sketching of small figures in clay. Modeled heads from casts. Colored relief. Mould-making, one-piece, chip-and-piece, and gelatine. Casting in plaster.

Pottery. Making of shapes. Coiling, building, pressing, casting, mould making. Decoration with underglaze colors. Sprigging. Biscuit firing. Glazing and gloss firing.

Reading, Cox's *Pottery*, Binns' *Potter's Craft*, Jewitt's *History of Pottery*.

Prerequisites: Fine Arts 1, 2.

Fine Arts 125-126—Clay Modeling and Pottery. For graduate students. 2 points each Session. Mr. UPJOHN

Fine Arts 53-54—Drawing and Painting. 2 points each Session. Mr. MARTIN

Section I: Tu. and Th., 9-10.50. Room 426 Macy

Section II: W. and F., 2.10-4

Expression by line, modeling in line, shading, gradation, values, perspective, modeling in tone, technique of charcoal. Painting in oil and water color, figures, animals, landscapes. Copying in museums.

Reading, Knowlton's *Hints on Sketching from Nature*; Ross' *Drawing and Painting*.

Prerequisite: Fine Arts 3 or equivalent.

Fine Arts 53a-54a—Drawing and Painting. 1 point each Session.
Mr. MARTIN

S., 9-10.50. Room 435 Macy

Freehand drawing in charcoal and pencil from objects, cast, still life, and costumed figure.

Shading, gradation, values, texture, and tone-modeling. Painting in oil and water color.

Note: Fine Arts 54a, advanced, alternates with 53a.

Fine Arts 83-84—Painting. 4 points each Session. Professor BEMENT

M., W., F., 9-11.50. Room 426 Macy

Drawing and painting from life, costumed model. Compositions of figures and landscapes for mural painting and illustration. Portrait and landscape painting. Copying in museums. Studio and outside work.

Reading, Vanderpoel's *The Human Figure*, Dr. Rimmer's *Anatomy*, Alfred East's *Landscape Painting*, Letters of Van Gogh.

Prerequisites: Fine Arts 51-52, 53-54, or equivalents.

Fine Arts 283-284—Painting. For graduate students. 4 points each Session. Professor BEMENT

Fine Arts 83a-84a—Painting. 1½ points each Session. Professor BEMENT

S., 9-11.50. Room 426 Macy

Still-life painting, landscape painting, work from costumed model.

Advanced course following Fine Arts 49-50, 53a-54a.

Fine Arts 93-94—Life Class for Women. 3 points each Session.
Professor BEMENT

M., W., F., 9-11.50. Room 426 Macy

Open only to those who have satisfactorily completed Fine Arts 53-54, and who have the consent of Professor Dow.

Drawing and painting from living model. Two criticisms per week.

Fine Arts 93x-94x—Supplementary to 93-94. 2 points each Session. Hours to be arranged, probably Tu. and Th., 9-11.50

Fine Arts 97-98—Figure Construction. 2 points each Session.
Professor BEMENT

W., 2.10-5

A course in drawing and sketching from life, adapted to the requirements of students in costume design.

Reference Books: Rimmer's *Anatomy*, E. J. Poynter's *Drawings*, and Vanderpoel's *The Human Figure*.

Life Class for Men—Consult the Announcement of the School of Architecture

Mechanical Drawing—See under INDUSTRIAL DRAWING, § 81

HOUSE DESIGN

§ 57

Fine Arts 11—Art Structure I for House Design. Lectures and studio work. 3 points. Professor Dow and Mr. MEEKER

Section I: Tu. and Th., 9-11.50, Winter Session

Section II: Tu. and Th., 9-11.50, Spring Session

Section III: Tu. and Th., 2.10-5, Winter Session

General principles of art structure. Space filling, line harmony, composition of pattern, distribution of dark-and-light in a space, tone values and contrast, color arrangement. Illustrations from historic art and from modern design. Exercises with brush and ink, charcoal, colored crayons, water color. Copying in museums.

Applications (suggested) in house design and home furnishing.

Reading, see under Fine Arts 1.

Fine Arts 14—Home Furnishing. Lectures and studio work. 3 points. Mrs. ACKERMAN and Mr. MEEKER

M. and F., 9-11.50, Winter Session

Studies in art structure and design in relation to the furnishing of the home. Good spacing, and arrangement, leading lines, rhythmic lines, light and dark spaces, color combinations and schemes. Simple exercises with charcoal, brush, and crayon. Excursions to museums, studios, and shops.

Assigned reading.

Fine Arts 41—Art Structure II for House Design. Continuation of Fine Arts 11. Lectures and studio work. 3 points. Professor Dow and Mr. MEEKER

Tu. and Th., 2.10-5, Spring Session. Room 505 H. A.

Advanced art structure with applications in house design. Principles of composition, scales of tones, theory of color, harmony of color, mixing of colors. Designs for furniture, metal fixtures, textiles, embroidery, rugs, and articles for home use. Studies of museum collections and of modern design.

Assigned reading.

Prerequisite: Fine Arts 11 or 1.

Fine Arts 57-58—Furniture Design. 1½ points each Session. Mr. MEEKER and furniture experts

S., 9-11.50. Room 505 H. A.

Designing of furniture, both simple and elaborate, including a series of projects suitable for the secondary school.

Prerequisites: Fine Arts 1, 2 (or 11, 41), Drawing 3-4.

Fine Arts 61-62—House Design A. 3 points each Session.

Not given in 1918-19

Designs for glass, wall paper, silk carpets, rugs, and other home furnishings.

Prerequisites: Fine Arts 1, 2 (or 11, 41), 3, 69-70, and Drawing 3-4.

Fine Arts 80—Home Furnishing. Lectures, readings, and reports. 3 points. Mrs. ACKERMAN and special lecturers

Tu. and Th., 9-11.50, Spring Session. Room 101 H. A.

Development of the house, artistic and practical. Each phase will be presented by an expert. The materials to be used will be studied in three ways, (a) contact, (b) observation, (c) illustrated lectures.

Prerequisites: Fine Arts 1, 2 (or 11, 41), 3, and Drawing 3-4.

Fine Arts 89-90—House Design B. 3 points each Session

Not given in 1918-19

Application of the periods in schemes for house interiors, studies to be made in the Metropolitan Museum and other collections. Elevations, specifications, studies for the development of schemes. Office practice outlined for the conduct of work. Illustration in the formation of a working library.

Prerequisites: Fine Arts 11, 41 (or 1, 2), 3, 61-62, 69-70, Drawing 31-32, 33-34.

Fine Arts 189-190—House Design B. For graduate students. 3 points each Session.

Not given in 1918-19

COSTUME DESIGN AND ILLUSTRATION

Fine Arts 21L—Costume Design. 3 points. Miss WILMOT (Sections I and II), Miss NORTHRUP (Sections V-VI)

§ 58

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section V-VI: S., 9-11.50, Winter and Spring Sessions. Begins September 28

Limited sections. Room 305 H. A. (Sections I and II), 507 H. A. (Section V-VI)

Designing of costumes for various occasions. Study of line, dark and light, color in fabrics and textile combinations. Pencil and water-color drawing. For teachers of household arts education, textiles and clothing, costume design, and for professional designers.

Fine Arts 22—Costume Design for Dressmaking. 3 points. Miss WILMOT

Section I: Tu. and Th., 2.10-5, Winter Session. Repeated as

Section II, Spring Session. Room 305 H. A.

Application of the fundamental principles of design to meet commercial and practical demands for costumes. Designing and making of accessories, and decorating of fabrics.

Prerequisites: Fine Arts 1, 2, or 11, 21, and Clothing 33.

Fine Arts 23-24—Costume Design, Advanced. 3 points each Session. Miss NORTHRUP

Tu. and Th., 9-11.50. Room 507 H. A.

Designing of costumes for average, extreme, and individual types. Study of figure in relation to background. Designing costumes for the annual Teachers College festival. Decorating materials by wood-block, stencil and tie-dyeing. Special color work. Copying of fine examples of color.

Prerequisites: Fine Arts 21 and Clothing 33.

Fine Arts 71-72—Costume Illustration. 3 points each Session. Miss NORTHRUP

Tu. and Th., 1.10-4. Room 507 H. A.

A course leading to professional costume illustration and design, also to teaching of costume design. The work includes figure drawing from cast and costumed model, representation of various fabrics; sketching and describing fashion exhibits.

Study of technique in pen and ink, gouache, water color and tempera. The course aims to give power in drawing the clothed figure and skill in representing fabric textures.

Reference books: Vanderpoel's *The Human Figure*, Hatton's *Figure Drawing*.

Prerequisites: Fine Arts 21, 23-24, 53-54, Clothing 45, Drawings 31-32.

Fine Arts 91-92—Costume Design and Illustration, Advanced. 3 points each Session. Miss NORTHRUP

Tu. and Th., 1.10-4. Room 507 H. A.

Final course in Costume Design and Illustration. Practical designs for fashions, for stage costumes, for costume posters, magazine covers and advertising. Drawing for reproduction as magazine, book, and newspaper illustrations.

Prerequisite: Fine Arts 71-72.

Fine Arts 291-292—Costume Design, Advanced. For graduate students. 3 points each Session. Miss NORTHRUP

Fine Arts 97-98—Figure Construction. See § 56

Drawing 31-32—Freehand Perspective Drawing. 2 points each Session. Professor WEICK and assistant

Tu. and Th., 1.10-3. Room 327 Macy

A special section in mechanical drawing and freehand perspective planned for students in Costume Design and Illustration. The problems include drawings of simple objects in projection and perspective, also drawings of such furniture and furnishings as would be accessory to the figure or costume in sketching.

Fine Arts 182—Art Design for School and Community Festivals. 2 points. Miss NORTHRUP

F., 4.10-6, and three hours to be arranged, Spring Session. Room 507 H. A.

Supplementary to Education 181, see § 41.

A simplified art course for those who expect to take part in festivals or plays. Color harmonies and designs for stage settings and costumes. Study of psychological effects of line and color. Decorating materials, including wood-block printing, tie-dyeing. Work in relation to the annual Teachers College Festival.

ART INDUSTRIES

Fine Arts 31-32—Design in the Art Industries. Lectures and studio work. 3 points each Session. Professor Dow and Mr. THATCHER

M. and W., 9-11.50

Instruction in principles and practice of design. Training for professional designers and craftsmen. Drawing with brush and ink. Painting in fresco and water color. Line design and space filling. Tone and masses. Color theory, color scheming. Original design with special problems in architectural detail, furniture, house decorating, metal, textiles, and stained glass.

Reading, Dow's *Composition*; Day's *Ornament and Its Application* and *Pattern Design*, Hicks' *The Craft of Hand-made Rugs*, Hooper's *Hand-loom Weaving*.

Prerequisites: Fine Arts 1, 2.

Fine Arts 32a. 2 points. Mr. THATCHER

M. and W., 11, Spring Session

A brief course in elements of design for students specializing in other departments. Requires at least three hours of outside work per week.

Metalworking 1-2—Hammered Metal, Silversmithing, and Jewelry. Shopwork. 2 points each Session. Mr. THATCHER**1—Hammered Metal**

Tu. and Th., 9-10.50, Winter Session. Rooms 236 and 243 Macy

Instruction in hammered and raised work. Processes include forming of bowls, trays, boxes, candlesticks, furniture fittings, and other shapes, and their enrichment by repoussé; coloring of metals by patinas. Design is required in planning the projects.

Students should elect Fine Arts 1 parallel, and if possible Fine Arts 31-32.

2—Silversmithing

Tu. and Th., 9-10.50, Spring Session

The course continues Metalworking 1, taking up problems in hammered silver, hard and soft soldering, etching, repoussé, finishing and coloring, and enameling.

Students should elect Fine Arts 2 parallel, and if possible Fine Arts 31-32.

Metalworking 4—Special Course for War Service. 2 points. Mr. THATCHER

Tu. and Th., 9-10.50, Spring Session

Requires fifteen students

Making, from used tin cans, of articles for home, camp, and hospital. Simple, strongly made toys,—locomotives, cars, steam rollers, automobiles, trucks, boats, etc. Camp equipment,—cooking pails, coffee pots, cups. Decorative objects, lanterns, candlesticks, boxes. Also, making of simple articles in copper and brass.

In all this work the most primitive tools can be used, costing not over \$3.50.

Metalworking 5-6—Jewelry. Shopwork. 2 points each Session. Mr. THATCHER

Section I: M. and W., 2.10-4

Section II: M. and W., 4.10-6

Rooms 26 and 243 Macy

Instruction in the making of buckles, fobs, chains, necklaces, pendants, rings, setting of stones, casting of silver; polishing and finishing of metals, coloring by chemical and electrolytic methods. Design is required in planning the projects.

Prerequisites or parallel: Fine Arts 1, 2 or 31-32.

PHOTOGRAPHY

Fine Arts 7-8—Art Photography I. 2 points each Session. Lectures and laboratory work. Mr. WHITE

§ 59

W., 4.10-6; S., 9-10.50. Room 325 Macy. Extra hours desirable but optional. Begins October 2. Requires ten students.

Application of art to photography, and instruction in the use of the camera. Field and laboratory work, developing, printing, and mounting.

Practice in the use of the camera in the field and in the studio on Saturday mornings.

Recommended preparatory: Fine Arts 1, 2.

Fine Arts 37-38—Art Photography II. 2 points each Session. Lectures and laboratory work. Mr. WHITE

Th., 4.10-6; S., 9-10.50. Room 325 Macy. Extra hours desirable but optional. Begins October 3. Requires ten students.

Making negatives, positives and enlarged negatives, the manipulation of negatives and printing papers. Coating of papers. Photography in landscape, architecture, illustration and portraiture. Mounting and framing. Instruction in the making of lantern slides, for graduates, students, and lecturers.

Practice will be offered in the use of the camera in the field and in the studio on Saturday mornings and at other times in the studio by appointment.

Prerequisite: Art Photography I or equivalent.

V—FINE ARTS EDUCATION

Professor Dow, *adviser*

§ 60

In Fine Arts Education there are two majors:

A—TEACHING OF FINE ARTS

B—SUPERVISION OF FINE ARTS

A leads to the degree of Bachelor of Science and a teacher's diploma; B leads to the same degree and a supervisor's diploma. Graduate students may arrange programs for the Master's degree and a diploma in either A or B.

Each of these offers a two-year program for Junior and Senior years. Students who complete the first two years (64 points) of the General Curriculum (see § 14) with electives in Fine Arts may apply at the beginning of the Junior year for admission to a major in Fine Arts Education.

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate.

A—Teaching of Fine Arts

Prerequisites: Fine Arts 1—Art Structure A (3 points); Fine Arts 2—Art Structure B (3 points); Fine Arts 3—Freehand Drawing (2 points) or equivalent.

Junior year: Education A and 2 (each 4 points); Fine Arts 69-70—Art Appreciation (4 points); Fine Arts 51-52—Art Structure C (6 points); Fine Arts 53-54—Drawing and Painting (4 points); Fine Arts 25-26—Clay Modeling (4 points); Drawing 3-4—Mechanical Drawing (4 points).

Senior year: Education B (4 points), Fine Arts 83-84—Painting (8 points) Education 111-112—Theory and Practice of Teaching Art (4 points); Education 111X-112X—Practical work (2 points).

B—Supervision of Fine Arts

Education A, B, and 2 (each 4 points); Education 411-412—Criticism and Supervision of Instruction; Education 113-114—Supervision of Fine Arts (4 points); and electives recommended by the adviser.

Special admission requirement: Successful experience in teaching and the introductory courses of A above.

Education 111-112—Theory and Practice of Teaching Art. Lectures and demonstrations. 2 points each Session. Requires the prerequisites and a full year of residence. Professor Dow and Miss DEMENT

W., 3.10-5

Theory: Fine art an expression of creative power. All have this power and will use it if opportunity is given. This is the basis for all forms of art teaching.

Practice: Planning of progressive series of lessons in line, mass, and color, calling for initiative, good choices, appreciation of fine quality, force and character in execution. Teaching of design, drawing, painting, modeling, and art-crafts. Methods for different types of schools. Fine Arts in relation to other departments, the home, the community.

Written reports, lesson plans, courses of study. Demonstrations of teaching, discussions, criticisms. Practice teaching, see Education 111X-112X.

Prerequisites: Courses in art structure, Fine Arts 1, 2, 51-52; also Fine Arts 3, 53-54, 25-26, 69-70; 83-84 taken parallel. Design, drawing and painting in other schools, or teaching experience not accepted as equivalent for the Art Structure courses.

Education 111X—Preliminary Practical Work in Art Teaching. 2 points. Miss DEMENT

Hours to be arranged with instructor before registration

For Juniors only. A course preparatory to Education 112X, with special reference to the elementary school. Adaptation of the work in art structure, art appreciation, and freehand drawing, to the teaching of art in the grades. One hour per week will be spent in assisting or observing in the elementary school.

Prerequisites: Fine Arts 1, 2, 3, 53-54. Fine Arts 51-52 may be taken parallel. Art courses in other schools will not be accepted as equivalents for Fine Arts 1, 2. 51-52.

Education 112x. Practical work, supplementary to above course. 2 points. Hours to be arranged with Miss DEMENT before registration in either Session of the Senior year

Graduate students should register for this course under the title Education 283 if taken in the Winter Session, or 284 in the Spring Session, 2 points. General conferences F., 4.10

Education 113—Supervision of Fine Arts. 2 points, Winter Session. Professor Dow

Hours to be arranged

Education 114 will not be given in the Spring Session of 1918-19.

Planning of art courses for city systems, for normal schools and for art schools; methods of supervision in cities and towns; art lectures for groups of grade teachers; art teaching in secondary schools; equipment and organization of art departments.

Prerequisite or parallel: Education 111-112 with its prerequisites; Education B or 243-244 or 291-292; and Education 213.

Education 311—Practicum. 4 points. Professor Dow

Hours to be arranged, Winter Session

Advanced studies in art education in the history and appreciation of art, and in art criticism. Lectures upon Japanese and Chinese art, Primitive American Art, Gothic Art, and craftsmanship, in relation to the work of the American teacher, museum director, painter, designer or craftsman.

The course offers preparatory work for directors of museums, directors of art schools, and lecturers upon the history of art. Written criticisms, short essays, lecture plans, and one piece of technical work will be required.

Readings to be assigned.

Prerequisites: Fine Arts 1, 2, 151-152, 169-170, and Education 111-112 or 113-114.

Education 181—School and Community Festivals. See § 41

SPECIAL AND EXTENSION COURSES IN FINE ARTS

Announcement of special and extension courses in Fine Arts will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University

SUMMER SESSION COURSES IN FINE ARTS, 1918

Professor Dow and Mrs. Atwell will advise students and arrange their programs of study.

NOTE: Fine Arts 51-52 is not given in the summer sessions. Students whose requirement is one year and several summer sessions should take the year of residence *last*, having satisfied in summer session the prerequisites, Fine Arts 1, 2, Education A and 2.

Fine Arts s1—Art Structure. 2 points. Mrs. ATWELL and Miss BOAS

Fine Arts s1x. 1 point.

Fine Arts s2—Art Structure, Advanced. 2 points. Mrs. ATWELL and Miss BOAS

Fine Arts s2x. 1 point

Fine Arts s53—Drawing and Painting. 2 points. Mr. HUMANN

Fine Arts s54—Drawing and Painting. 2 points. Mr. HUMANN

Fine Arts s83—Advanced Painting. 3 points. Mr. MARTIN

Fine Arts s251—Art Structure for Graduate Students. 3 points

Fine Arts s283—Advanced Painting for Graduate Students. 3 points. Mr. MARTIN

Fine Arts s25—Clay Modeling. 2 points. Mr. UPJOHN

Fine Arts s125—Clay Modeling for Graduate Students. 2 points. Mr. UPJOHN

Fine Arts s55—Pottery. 2 points. Mr. UPJOHN

§ 61

Education **SI11A**—Teaching of Fine Arts. 1 point

Metalworking **SI**—Jewelry. 3 points. Mr. MARTIN

Fine Arts **SI1**—Household Design. 3 points. Mr. MEEKER

Fine Arts **SI4**—Principles of Home Decoration. 3 points. Mr. MEEKER

Fine Arts **S21**—Costume Design, Elementary. 3 points. Miss ALEXANDER

HOUSEHOLD ARTS

§ 62 In Household Arts there are seven lines of work, any one of which may be of major interest in professional programs leading to the Bachelor's degree:

- I—FOODS AND COOKERY (see § 62)
- II—NUTRITION AND FOOD ECONOMICS (see § 67)
- III—TEXTILES AND CLOTHING (see § 68)
- IV—ADMINISTRATION—HOUSEHOLD, OR INSTITUTIONAL (see § 72)
- V—GENERAL HOUSEHOLD ARTS (see § 76)
- VI—HOUSEHOLD ARTS—FINE ARTS (see §§ 57-58)
- VII—HOUSEHOLD ARTS EDUCATION (see § 77)

I-V lead to the degree of Bachelor of Science, VI to the degree of Bachelor of Science and a teacher's diploma. Graduate work in Household Arts is also offered (see § 77 and courses numbered above 100 in §§ 65-80)

I—FOODS AND COOKERY

Professor VAN ARSDALE, *adviser*

§ 62 Required program of studies for the Bachelor's degree:

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Cookery 1, 3, 4, 41, 61, 75, 81, 85, 90; Household Arts 131; Chemistry 25, 31; Physics 31; Nutrition 71; Administration 1

ELECTIVES to make a total of 124 points

Four-year students who intend to register for Foods and Cookery as a professional major in the Junior and Senior years are recommended to plan their program of studies as follows: *First year:* English A, French A, Hygiene A, Chemistry 1-2, Physics 1, Cookery 1, 3, 4, Physical Training A. *Second year:* English B, History A or B, Biology 4, Chemistry 25, 31, Cookery 41, 61, 75, Physical Training B and electives. *Third year:* Chemistry 51, Economic Science 1, Cookery 81, 85, 90, Physics 31, and electives. *Fourth year:* Nutrition 71, Household Arts 131 and electives.

Students who are preparing to teach foods and cookery should apply for admission to the major in Household Arts Education (§ 77) at the beginning of the Junior year.

COURSES IN COOKERY

Limited sections: For all courses announced as "limited sections," students must reserve places at the time of registration. See 4 in § 24.

Sequence of cookery courses: For four-year program in Foods and Cookery—Freshmen, 1, 3, 4; Sophomores, 41, 61, 75; Juniors, 81, 85, 90; Seniors, 131. For students in Household Arts Education—Juniors, 1, 3, 41; Seniors, 131.

Laboratory ticket: Students in all laboratory courses in cookery are required to purchase from the Bursar a laboratory breakage ticket, good for all science departments, price \$2. Unused coupons are redeemable at the end of any Session.

Costume for foods and cookery laboratories: Students are requested to wear white cotton clothing; plain skirt, tailored waist, plain white collar; no color in ties or bows of neckwear; long plain white apron with bib (for laboratory only); little if any jewelry.

The classes in cookery meet in Rooms 200-214 Household Arts Building.

Cookery 1—Technology of Cookery. Lectures, demonstrations, and laboratory work. 2 points. Professor VAN ARSDALE, Miss STONE, Miss MONROE, and Miss COLMAN

Section I: M., W., F., 1.10, Winter Session. Repeated as

Section II, Spring Session

Section III: Tu., W., Th., 1.10, Winter Session

The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and processes and food materials involved. The course will consider the adaptability of utensils, the quantitative and qualitative study of fuels and apparatus, with special stress on weights and measures and the use of the thermometer in processes of cookery.

This course is a prerequisite or parallel to all courses in cookery.

Prerequisite or parallel: Chemistry 1-2, or 3. Students are also advised to take Physics 1.

Cookery 1a—Lectures on Technology of Cookery. 1 point supplementary to other household arts courses. Professor VAN ARSDALE
W., 1.10

Open only to specially qualified students who have had teaching experience in household arts and who obtain the written permission of Professor Van Arsdale.

Cookery 2L—Elements of Cookery. Lectures and laboratory work. 3 points. Mrs. GUNN and Miss FRAME

§ 63

Section I: M. and W., 2.10-5, Winter Session

Section II: Tu. and Th., 2.10-5, Spring Session

Limited sections

This course is for students of household administration, nursing and health, and teachers of home-making, and others not majoring in foods and cookery who obtain the consent of the instructors. It includes a general survey of the elementary principles of cookery, with an introduction to planning and serving meals in the home. Elementary chemistry, physics, and biology are desirable preliminary or parallel courses. This course does not satisfy the prerequisites for other courses of cookery, unless so stated in the announcement, nor may it be credited in addition to Cookery 3 or 41.

Prerequisite or parallel: Cookery 1.

Cookery 3L—Principles of Cookery. Lectures and laboratory work. 3 points. Miss PEACOCK, Miss FRAME, and Miss STONE

Section I: Tu. and Th., 2.10-5, Winter Session

Section II: M. and W., 2.10-5, Spring Session

Section V: M. and F., 9-11.50, Winter Session

Section VII: M. and W., 2.10-5, Winter Session

Section IX-X: S., 9-11.50, Winter and Spring Sessions. Requires registration of ten

Section XI: M. and W., 7-9.50 p. m., Winter Session. Begins September 30. Requires registration of ten

Limited sections

The purpose of this course is to give a working knowledge of the general principles of cookery.

Prerequisite or parallel: Chemistry 1-2 or 3, Physics 1, and Cookery 1.

Cookery 4L—Applied Principles of Cookery. Lectures and laboratory work. 3 points. Miss PEACOCK and Miss STONE

Section I: M. and F., 9-11.50, Winter Session. Repeated as
 Section II, Spring Session
 Section IV: Tu. and Th., 9-11.50, Spring Session
 Limited sections

The purpose of this course is the application of the principles of cookery to a wide range of food materials as a preparation for the more specialized type of work in the advanced courses to follow.

Prerequisite: Cookery 3.

Prerequisite or parallel: Cookery 1, Chemistry 1 or 3, and Physics 1.

§ 64 **Cookery 41L—Home Cookery and Table Service.** Lectures and laboratory work. 4 points. Mrs. GUNN, Miss PEACOCK, Miss FRAME, and Miss COLMAN

Section I: M. and F., 9-11.50, Winter Session. Repeated as
 Section II, Spring Session
 Section III: W., 9-11.50 and F., 2.10-5, Winter Session. Repeated as
 Section IV, Spring Session
 Section V: M. and W., 2.10-5, Winter Session. Repeated as
 Section VI, Spring Session

Section VII-VIII: S., 9-11.50, Winter and Spring Sessions. Begins September 28. Requires registration of ten

Section X: M. and W., 7-9.50 p. m., Spring Session. Begins February 10. Requires registration of ten

Limited sections

The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, and cooking of breakfasts, luncheons, dinners, and suppers; and various methods of preparation and garnishing. It is intended for students who are planning to teach or to take charge of families where such work is required. It deals also with table service.

Prerequisites: Cookery 3, Chemistry 1 or 3, and Physics 1.

Prerequisite or parallel: Cookery 1, Chemistry 25, and Biology 4. Nutrition 1 is strongly recommended as a parallel. Administration 21 is also recommended.

Cookery 61—Lecture-Demonstrations in Cookery. 3 points. Miss SHAPLEIGH

Section I: M. and F., 9-11.50, Winter Session. Repeated as
 Section II, Spring Session

This course is intended to acquaint the student with the more complicated processes of cookery, more elaborate utensils, and a greater variety of flavorings, seasonings and food materials. Stress will be laid on comparison of "conservation" dishes with the old standards.

Prerequisite or parallel: Cookery 1.

Prerequisites: Cookery 3 and 41.

Cookery 75L—Large Quantity Cookery. Lectures and laboratory work. 4 points. Miss GUILFORD and associates

Section I: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: M. and W., 7-9.50 p. m., Winter Session. Repeated as

Section IV, Spring Session. Begins February 10. Requires registration of fifteen

Limited sections.

This course is designed to give practice in handling materials in large quantities for the large family or for small and large institutions, as hospitals, sanitariums, college dormitories, restaurants, etc. The course will include some practice in planning and serving of luncheons of varying costs to small groups, as an introduction to larger work. The problem of minimum cost luncheons will be considered with reference to the demands of the cafeteria, the factory, and the school.

Prerequisites: Cookery 3, 4, 41. Cookery 61 is recommended.

Parallel: Nutrition 71, Cookery 1.

Recommended parallel: Administration 75, 91.

Cookery 81L—Practice in Demonstration Cookery. 3 points. Miss SHAPLEIGH and Miss BARROWS

Section I: Tu and Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Limited sections

This course aims to give practice to students in public lectures and demonstrations such as are useful for general teaching and also for instruction in farmers' institutes, women's clubs, settlements and extension work.

Prerequisite or parallel: Cookery 1.

Prerequisites: Cookery 3, 4, 41 or experience in teaching household arts.

Cookery 85L—Catering. Lectures and laboratory work. 3 points.

§ 65

Miss SHAPLEIGH

Section I: Tu. and Th., 2.10-5, Winter Session. Repeated as

Section II, Spring Session

Limited sections

This course is intended for students who are interested in the problems connected with the management of tea-rooms, and catering establishments. The practical work of the course will include the preparation and the serving of refreshments for small functions such as afternoon teas and buffet luncheons and suppers as well as an opportunity for general practice in cookery for properly qualified students capable of executing a given problem in a specified time.

Prerequisite or parallel: Cookery 1.

Prerequisites: Cookery 3, 4, 41, 61, and 75.

Cookery 90—History of Cookery. Lectures and assigned readings. 2 points. Miss SHAPLEIGH

Section I: F., 1.10-3, Winter Session. Repeated as

Section II, Spring Session

This course aims to trace the gradual evolution of the kitchen and its appliances and the preparation of food from pre-historic man to the present time with consideration of the effects of climate, geographical position, and the influence of commerce and wars on the choice of foods.

Cookery 99—Advanced Practice. 99a and 99b each 1 point.
Professor VAN ARSDALE and others

Open only to advanced students who are nominated by Professor Van Arsdale as competent for assisting in elementary cookery.

Household Arts 131L—Experimental Cookery. Lectures and laboratory work. 4 points. Professor VAN ARSDALE, Miss FRENCH, Miss MONROE, and Miss COLMAN

Section I: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: W., 9-11.50, and F., 2.10-5, Winter Session

Section IV: M. and W., 2.10-5, Spring Session

Limited sections

This course furnishes an introduction to research work by affording an opportunity for quantitative experimental work in various problems in the field of cookery.

Prerequisite or parallel: Cookery 1.

Prerequisites: Cookery 3, and for students majoring in foods and cookery 4, 41, 61, 75, 81, 85, Chemistry 31 and 41, and Nutrition 71.

Household Arts 133L—Cookery for Invalids. Lectures and laboratory work. 2 points. Miss PEACOCK

Section I: W., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

This course aims to teach the fundamental processes of food preparation as applied to the preparation and serving of dishes for the sick and convalescent.

Prerequisites: Cookery 3 (or equivalent) and Chemistry 1, 2 or 3. This course must be taken in conjunction with Household Arts 115.

Household Arts 229-230L—Problems in Cookery. 4 points each Session. Professor VAN ARSDALE and other instructors

Conference hour, M., 4.10; F., 3.10. From six to eight other hours per week to be arranged at registration

Limited class

This course is open only to graduate students whose training in cookery is

more limited than that prescribed in the major in Foods and Cookery (see § 62). The work assigned the students will be planned with reference to individual needs.
Prerequisite: Elementary courses in cookery and physical sciences.

Household Arts 232—Research in Cookery. Conferences, laboratory work, and reports. 4 points. Professor VAN ARSDALE, Miss MONROE, and Miss COLMAN

M. and W., 2.10-5, Spring Session. Other hours to be arranged

Prerequisite: Household Arts (Cookery) 131.

SPECIAL AND EXTENSION COURSES IN COOKERY

Announcement of special and extension courses in Foods and Cookery will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University.

SUMMER SESSION COURSES IN FOODS AND COOKERY, 1918

§ 66 **Cookery s1—Technology of Cookery.** 2 points. Professor VAN ARSDALE, Miss STONE, and Miss MONROE

Cookery s2—Elements of Cookery. 3 points. Mrs. GUNN

Cookery s3—Elementary Food Preparation. 3 points. Miss PEACOCK

Cookery s41—Home Cookery and Table Service. 4 points. Mrs. GUNN

Cookery s45—Canning. 3 points. Miss PEACOCK and Miss STONE

Cookery s60—Demonstrations in "New Cookery." 3 points. Miss SHAPLEIGH

Cookery s77—School Luncheon Cookery. 4 points. Miss LANGANKE, Miss GUILFORD, and Miss DAVIS.

Cookery s81—Demonstration Cookery. 2 points. Miss SHAPLEIGH

Cookery s90—The History of Cookery. 1 point. Miss SHAPLEIGH

Household Arts s129—Problems in Cookery for Graduate Students. 4 points. Professor VAN ARSDALE and Miss MONROE

Household Arts s131—Experimental Cookery. 4 points. Professor VAN ARSDALE, Miss MONROE and Miss CONWAY

Household Arts s231—Experimental Cookery, Advanced. 4 points. Professor VAN ARSDALE and Miss MONROE

II—NUTRITION AND FOOD ECONOMICS

Professors SHERMAN and ROSE, *advisers*

§ 67 **NOTE**—It is possible for a student to specialize in nutrition, during the Junior and Senior years, under the major in Practical Science, § 108.

Nutrition 1L—Elementary Food Economics. Lectures, recitations, and laboratory work. 2 points. Miss McCORMICK, Miss BARTO, and Professor SHERMAN.

Section I: S., 9-11.50, Winter Session. Repeated as

Section II, Spring Session. Rooms 400 T. C. and 401 H. A.

Limited sections.

This is an elementary course designed for students who have not taken the science courses that are prerequisite to Nutrition 71. It includes a discussion of the functions and nutritive values of foods, the feeding of families and larger groups with particular reference to nutritive requirements and the cost of food in relation to the family budget.

Prerequisites: An elementary knowledge of cookery equivalent to Cookery 3. Students who have not previously studied chemistry are strongly advised to take Chemistry 1 or 3 in the first half-year as preparation for this course.

Nutrition 71L—Dietetics. Lectures, recitations, and laboratory work. 4 points. Professor ROSE, Miss McCORMICK, and Miss BARTO
 Section I: M. and F., 9-11.50, Winter Session. Repeated as
 Section II, Spring Session
 Section III: Tu. and Th., 9-11.50, Winter Session. Repeated as
 Section IV, Spring Session
 Limited sections. Room 401 H. A.

Graduate students should register for H. A. 210.

This course deals with the requirements of the individual in health and disease throughout infancy, childhood, adolescence, adult life, and old age, in the light of the chemistry and physiology of digestion, the energy value of food, the nutritive properties of proteins, fats, and carbohydrates and ash constituents. Typical dietaries are planned for each period, and the problem of satisfying diverse requirements in families and other groups is considered, with especial regard to economic and social conditions.

Prerequisites: Chemistry 51 and Cookery 1.

Nutrition 71a. 2 points. Lectures of above course. Open to undergraduates who are excused from the laboratory work on account of previous satisfactory courses taken elsewhere.

Household Arts 115—Nutrition and Food Economics. Lectures, reading, and conferences. 2 points. Professors SHERMAN and ROSE
 F., 2.10-4, Spring Session. Room 401 H. A.

This course supplements and extends the work given in the undergraduate courses in dietetics. It treats in some detail: (1) Methods of establishing a quantitative basis in dietetics; (2) problems in the adaptation of diet to disorders of nutrition.

Prerequisites or parallel: Nutrition 71, or Household Arts 210. College courses in organic chemistry and animal biology may be accepted as equivalent preparation.

Household Arts 117L—Laboratory Methods in Nutrition. Lectures and laboratory work. 4 points. Professor ROSE and Miss BARTO.
 Section I: W. and S., 9-11.50, Winter Session. Repeated as
 Section II, Spring Session
 Room 515 H. A.
 Limited sections

The consent of the instructor must be obtained before registration.

This course is designed to supplement the theoretical work in the science of nutrition by practical experience with some of the more common methods of investigating the nutritive value of foods, and to prepare for more advanced work in the chemistry and economy of human nutrition.

Prerequisite: Quantitative analysis.

Household Arts 210L—Dietetics. For graduate students only.
 4 points. Professor ROSE, Miss McCORMICK, and Miss BARTO
 Limited sections. Room 401 H. A.

Conference hour to be arranged. Other hours same as in Nutrition 71.

Prerequisite: Chemistry 51, or equivalent.

Household Arts 210a—Lectures on Dietetics. 2 points. Professor ROSE
 M. and F., or Tu. and Th., 9-10.30
 Sections same as in Nutrition 71

Open only to graduate students who have completed laboratory courses equivalent to Nutrition 71.

Household Arts 215-216—Practicum in Nutrition and Food Economics. Reports and discussions on assigned reading. 3 points each Session. Professors SHERMAN and ROSE
 W., 4.10-6. Room 401 H. A.

Special attention is given to the study of recent advances in the science of nutrition and to training for independent work. A reading knowledge of German is highly advantageous.

Open to qualified graduate students with the consent of the instructors.

Prerequisite or parallel: Household Arts 115 or 117 or C. U. Chemistry 175 or equivalent.

§ 67 Household Arts 218—Investigation in Nutrition or Food Economics. Conferences, laboratory work, and reports. 4 points. Professors ROSE or SHERMAN

Admission and hours to be arranged with instructors

The work of this course may consist of laboratory studies of the nutritive values of foods; feeding or metabolism experiments; dietary studies; the computation and interpretation of dietary observations already recorded. Qualified students may be given opportunity in the nutrition research laboratory to conduct investigations under individual direction during either half-year or throughout the year.

OTHER COURSES RELATED TO NUTRITION

The following courses offered by the University Department of Chemistry in Havemeyer Hall are open, with the approval of Professor Sherman, to qualified graduate students of Teachers College: C. U. Chemistry 175—Chemistry of Food and Nutrition. 176—Food Analysis. 275-276—Food Chemistry Seminar. 277-278—Food Chemistry, Research.

The following Teachers College courses described under Biological Chemistry (§ 39) are closely related to studies of nutrition and should be taken by students who give special attention to the physiological problems connected with foods: Chemistry 51—Physiological Chemistry.* 52—Pathological Chemistry. Household Arts 127 and 225—Physiological Chemistry.

Biochemical courses relating to nutrition in health and disease are given in the Columbia University Medical School and are open to graduate students of Teachers College who have completed Household Arts 225 and who obtain written permission from Professor Gies.

SPECIAL AND EXTENSION COURSES IN NUTRITION

Announcement of special and extension courses in Nutrition will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University

SUMMER SESSION COURSES IN NUTRITION, 1918

Nutrition s1—Elementary Food Economics. 2 points. Professor ROSE and Miss BARTO

Nutrition s71—Dietetics. 4 points. Professor ROSE and Miss BARTO

Nutrition s71a—Lectures on Dietetics. 2 points. Professor ROSE

Household Arts s210—Dietetics. 4 points. Professor ROSE and Miss BARTO.

Household Arts s210a—Lectures on Dietetics. 2 points. Professor ROSE

See also Summer Session Courses under Chemistry, §§ 37-39

III—TEXTILES AND CLOTHING

Professor FALES, *adviser*

§ 68 Required program of studies for the Bachelor's degree:

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Clothing 5, 15, 27; Textiles 31; Clothing 33, 35, 45, 55, 57, 65, 75, 85; Fine Arts 1, 2, 3, 21, 22

ELECTIVES: to make a total of 124 points

Four-year students who intend to register for Textiles and Clothing as a professional major in the Junior and Senior years are advised to plan their program of studies as follows: *First year:* English A, French A, History A, Hygiene A, Fine Arts 1, Chemistry 3, Clothing 5; and Physical Training A. *Second year:* English B, French B, Biology 4, Fine Arts 2, 3, Clothing 15, 33, 35, Textiles 31a, Physical Training B, and electives. *Third year:* History B, Clothing 27, 45, 55, 57, 75, Textiles 31b, c, Fine Arts 21, and electives. *Fourth year:* Economic Science 1 or 79, Clothing 65, 85, Fine Arts 22, and electives.

Students who are preparing to teach textiles and clothing should apply for a major in Household Arts Education at the beginning of the Junior year.

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate.

COURSES IN TEXTILES AND CLOTHING

Limited sections: For all courses announced as "limited sections" students must reserve places at the time of registration. See 4 in § 24.

TEXTILES

Textiles 31a—Textiles. Lectures. 2 points. Professor FALES
Section I: Tu. and Th., 10, Winter Session. Room 418 T. C.

This course considers the primitive form of the textile industries in order to make clear their later development; the present methods of carding, spinning, and weaving; the modern manufacture, and finishing of cotton, wool, silk, linen, and other important fibres, and their properties and values in relation to their manufacture. This course may be elected separately, but is prerequisite to the other parts of the course.

Textiles 31bL—Textile Fabrics. Lectures and laboratory work. 1 point supplementary to other parts of Textiles 31. Professor FALES and Miss BALDT

Section I: W., 10-11.50, Winter Session. Repeated as

Section II, Spring Session

Limited sections. Room 302 H. A.

This course concerns itself with the identification and grading of textile materials, their names, kinds, prices, and widths; considers variation of weave in regard to beauty and strength; the use and value of cotton, silk, wool and linen for clothing and household furnishing.

Prerequisites: Textiles 31a.

Textiles 31cL—Textile Chemistry. Laboratory work. 1 point supplementary to other textile or clothing courses. Mrs. McGOWAN

§ 68

Section I: Th., 2.10-4, Winter Session. Repeated as

Section II, Spring Session

Section III: W., 10-11.50, Winter Session. Repeated as

Section IV, Spring Session

Limited sections. Room 509 H. A.

This course considers (a) the identification of fibres and substitute material by means of the microscope; (b) the chemical examination of fibres including tests to determine content of cloth and adulteration, and proper use of materials in relation to cleansing and laundering; (c) lectures, and laboratory experiments in dyeing.

Prerequisite: Textile 31a, Chemistry 3 or its equivalent.

Textile Manufacturing. (See Announcement of Extension Courses in Practical Arts)

HISTORY OF COSTUME AND DRESS DESIGN

Clothing 33—History of Costume. Lectures. 2 points. Professor FALES

Section I: Tu. and Th., 11, Winter Session, Room 418 T. C.

This course includes a survey of ancient Egyptian, Grecian, early and modern French costumes. It aims to give practical information for the use of students and teachers of dressmaking, costume design, and fashion illustration.

Graduate students should register for this course under Household Arts 203.

Clothing 15L—Drafting and Elementary Dress Design. Laboratory work. 3 points. Miss BALDT

Section I: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: M. and F., 2.10-5, Winter Session. Repeated as

Section IV, Spring Session

Special section IX-X: S., 9-11.50, Winter and Spring Sessions. Begins September 28. Requires at least ten students.

Limited sections. Room 304 H. A.

This course gives practice in the making of patterns by drafting, modeling, and designing. Foundation patterns of a shirtwaist, shirtwaist sleeve, skirt, fitted waist, fitted sleeve, and kimono blouse are drafted to measure, cut in materials and fitted. From these other patterns are designed and modeled in paper, cambric, and cheesecloth. Good design is emphasized.

Students provide all materials. Approximate cost, \$5.

This course is prerequisite to all other dressmaking courses.

Clothing 45L—Dress Design. Laboratory work. 3 points. Miss WILMOT and Mrs. NELSON

Section I: M. and F., 2.10-5, Winter Session. Repeated as

Section II, Spring Session

Special section IX-X: S., 9-11.50, Winter and Spring Sessions. Begins September 28. Requires at least ten students.

Limited sections. Room 305 H. A.

This course gives practical training in the application to costume of line, color harmony, dark and light, and texture. Historic costume is used as a source of inspiration for much of the work. Practice in using and adapting for different individuals and purposes designs from the current fashion magazines. All designing is done from patterns made in Clothing 15, and by modeling on the form to give practice in actual constructive design.

Students provide materials. Approximate cost, \$5.

Prerequisite: Clothing 15, 33, 35, and Fine Arts 1.

Clothing 85L—Advanced Dress Design. Laboratory work. 3 points. Miss WILMOT

Section I: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Limited sections. Room 305 H. A.

This course continues the work of Clothing 45. Whenever it is possible, the designs made in this class will be executed in materials in Clothing 55 and 75 to give the student opportunity to see tested the practical value of her work.

Prerequisites: Clothing 5, 15, 33, 35, 45, 55, 75. Fine Arts 1 and 2 or 11 and 21.

Fine Arts 21L—Costume Design. 3 points. Miss WILMOT (Sections I and II), Miss NORTHRUP (Section V-VI)

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section V-VI: S., 9-11.50, Winter and Spring Sessions. Begins September 28

Limited sections. Room 305 H. A. (Sections I and II), 507 H. A. (Section V-VI)

Designing of costumes for various occasions. Study of line, dark and light, color theory and combinations, fabrics and texture combinations. Pencil and water-color drawing. For teachers in household arts education, textiles and clothing, costume design, and for professional designers.

Fine Arts 22L—Costume Design for Dressmaking. 3 points. Miss WILMOT

Section I: Tu. and Th., 2.10-5, Winter Session. Repeated as

Section II, Spring Session. Room 305 H. A.

Limited section

Application of the fundamental principles of design to meet commercial and practical demands for costumes. Designing and making of accessories, and decorating of fabrics.

Prerequisites: Fine Arts 1, 2, or 11, 21, and Clothing 33.

Household Arts 203-204—Problems in Dress Design. Lectures, laboratory work, and conferences. 3 points each Session. Professor FALES and Miss WILMOT

Tu. and Th., 11, with conferences, Winter Session

Tu. and Th., 9-11.50, Spring Session

Open only to graduate students

Prerequisites: Clothing 5, 15, 35, 45, 55, Fine Arts 1, 2, 21.

Costume Illustration—See under Fine Arts, § 58

SEWING, DRESSMAKING, AND EMBROIDERY

Clothing 5L—Elementary Clothing and Handwork. Laboratory work. 4 points. Miss WHITE and Miss EVANS § 69

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section IV, Spring Session

Section V: Tu. and Th., 2.10-5, Winter Session. Repeated as

Section VI, Spring Session

Section VII: M. and F., 2.10-5, Winter Session

Special section IX-X: S., 9-11.50, Winter and Spring Sessions. Begins September 28. Requires at least ten students

Sections V and VI are open only to students whose major is Household Arts Education, Group B

Limited sections. Room 301 H. A.

This course includes practice in the following: the use of the sewing machine and its attachments; the making of fundamental stitches; the drafting and use of patterns; hand and machine sewing applied to simple garments; knitting, crocheting, darning, patching, and simple embroidery.

Students provide material subject to the approval of the instructor.

Parallel or prerequisite: Fine Arts 1 or 11.

This course, or its equivalent, is prerequisite to all dressmaking courses.

Clothing 35L—Dressmaking, Elementary. Laboratory work. 4 points. Miss BALDT

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Also eight evening lessons, see Clothing 35b, below.

Limited sections. Room 304 H. A.

This course includes eight evening tailoring demonstrations and the cutting and making of a simple wash dress, a tailored silk shirt, a wool skirt, a lingerie blouse, and a net guimpe. Commercial patterns as well as those made and fitted in Clothing 15 are used.

Students provide material subject to the approval of the instructor. Approximate cost, \$25.

Prerequisites: Clothing 5, 15; and Fine Arts 1

Clothing 35a. 3 points. S., 9-11.50, throughout the year. Begins September 28. Matriculated students may supplement this course with Clothing 35b (1 point), eight evening tailoring demonstrations, to complete Clothing 35. Ten students are required in Clothing 35a.

Clothing 35b. 1 point supplementary to 35a

Section I: Tu. and Th., 7.30-9.30 p. m. Eight lessons beginning November 14. Repeated as

Section II, beginning March 6

Clothing 55L—Dressmaking, Intermediate. Laboratory work. 3 points. Miss HALLETT

Section I: M., Tu., W., Th., F., 9-11.50, first half of Winter Session. Repeated as

Section II, first half of Spring Session

Section III: M., Tu., W., Th., F., 2.10-5, first half of Winter Session. Repeated as

Section IV, first half of Spring Session

Section V: M., Tu., W., Th., F., 9-11.50, second half of Winter Session. Repeated as

Section VI, second half of Spring Session

Section VII: M., Tu., W., Th., F., 2.10-5, second half of Winter Session. Repeated as

Section VIII, second half of Spring Session

Limited sections

When there is a conflict with other courses, a special arrangement for the required number of hours may be made by conference with the instructor during registration.

This course gives practical experience in shop work. Ready-to-wear garments are made and orders are executed under the direction of an experienced trade worker.

Prerequisites: Clothing 5, 15, 33, 35, 45, Fine Arts 1 and 2, or 11, 21.

Clothing 65—Embroidery. Laboratory work. 3 points. Miss WHITE

M. and F., 2.10-5, Spring Session. Room 301 H. A.

This course includes practice in various kinds of embroidery—French embroidery, for underwear, lingerie waists, and household linen; dress embroideries in white and colors and various specialized embroideries.

Clothing 75L—Dressmaking, Advanced. Laboratory work. 3 points. Miss HALLETT

Section I: M., Tu., W., Th., F., 9-11.50, first half of Winter Session. Repeated as

Section II, first half of Spring Session

Section III: M., Tu., W., Th., F., 2.10-5, first half of Winter Session. Repeated as

Section IV, first half of Spring Session

Section V: M., Tu., W., Th., F., 9-11.50, second half of Winter Session. Repeated as

Section VI: second half of Spring Session

Section VII: M., Tu., W., Th., F., 2.10-5, second half of Winter Session. Repeated as

Section VIII: second half of Spring Session

Limited sections

When there is a conflict with other courses, a special arrangement for the required number of hours may be made by conference with the instructor during registration.

This course gives practical experience in shop work. Ready-to-wear garments are made and orders are executed under the direction of an experienced trade worker.

Prerequisites: Clothing 5, 15, 33, 35, 45, 55, Fine Arts 1 and 2, or 11, and 21.

Clothing 99—Advanced Practice. 99a and 99b each 1 point. Professor FALES and others

Open only to advanced students who are nominated by Professor Fales as competent for assisting in this department.

Household Arts 201L-202L—Problems in Textiles and Clothing. Laboratory and lecture work. 3 points each Session. Professor FALES and others

§ 70

Open only to graduate students. Hours to be arranged before registration. Limited class.

This course requires at least six hours per week of class instruction or in laboratory.

MILLINERY

Clothing 27—Millinery, Elementary. Laboratory work. 3 points. Mrs. TOBEY

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: Tu. and Th., 9-11.50, Winter Session. Repeated as

Section IV, Spring Session

Section V: M. and F., 2.10-5 Winter Session. Repeated as Section

Section VI, Spring Session

Room 302 H. A.

This course includes practice in the making and covering of frames and in the preparation of trimmings, such as wiring bows, shirrings, puffings, milliners' folds. Students provide material subject to the approval of the instructor.

Clothing 57—Millinery, Advanced. Laboratory work. 3 points. Mrs. TOBEY

Section I: Tu. and Th., 2.10-5, Winter Session. Repeated as

Section II, Spring Session

Room 302 H. A.

This course continues the work of Clothing 27, with more emphasis on the trimming and elaborate finishing of hats.

Prerequisites: Clothing 27.

SPECIAL AND EXTENSION COURSES IN CLOTHING

Announcement of special and extension courses in Textiles and Clothing will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University.

SUMMER SESSION COURSES IN TEXTILES AND CLOTHING, 1918

Textiles s31a—Textiles. 2 points. Professor FALES

Textiles s31c—Textile Chemistry. 1 point. Mrs. MCGOWAN

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Colthing s5—Elementary Clothing and Hand Work. 4 points. Miss EVANS

Clothing s15—Drafting and Elementary Dress Design. 3 points. Mrs. NELSON

Clothing s27—Millinery. 3 points. Mrs. TOBEY

Clothing s35—Dressmaking, Elementary. 3 points. Miss BALDT

Clothing s48—Tailoring. 1 point. Mr. GROSS

Clothing s55—Dressmaking, Intermediate. 3 points. Miss HALLETT

Clothing s75—Dressmaking, Advanced. 3 points. Miss HALLETT

Fine Arts s21—Costume Design, Elementary. 3 points. Miss ALEXANDER

IV—HOUSEHOLD AND INSTITUTIONAL ADMINISTRATION

Professors NUTTING and GUNTHER, *advisers*

In Administration there are two majors, either of which may lead to the degree of Bachelor of Science. Courses numbered above 100 may be credited toward the Master's degree.

§ 72

A—HOUSEHOLD ADMINISTRATION**B—INSTITUTIONAL ADMINISTRATION**

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate.

A—Household Administration

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Administration A, 1, 2, 11, 21, 31; Nutrition 1; Economic Science 79; Physics 31; Chemistry 31A; Cookery 1, 2; Clothing 5, Textiles 31; Nursing 3, 5; Hygiene 75

ELECTIVES: to make a total of 124 points.

Four-year students who intend to register for Administration as a professional major in the Junior and Senior years are recommended to plan their program of studies as follows: *First year:* English A, Hygiene A, Biology 4, Chemistry 3, Administration A, 1, 21, Cookery 1, Physical Training A, and electives. *Second year:* English B, French A or German A, Biology 57, Nutrition 1 (or 51), Administration 2, 11, Cookery 2, Chemistry 31A, Physical Training B, and electives. *Third year:* History B, Economic Science 1, Administration 31, Clothing 5, Textiles 31, Nursing 5, 3, and electives. *Fourth year:* Hygiene 75, Social Science 89, Economic Science 79.

This group of courses has been arranged for the purpose of providing instruction in the problems and technical procedures of the modern household. It is designed especially for the use of those who wish to be able to manage the ordinary household.

Those who wish to prepare specifically for the larger and more complicated problems of institutions and have shown such personal qualities as to promise some degree of success in institutional work may be admitted to the major in Institutional Administration.

B—Institution Administration

The programs leading to the degree of Bachelor of Science with a major for the Junior and Senior years in Institutional Administration are designed to prepare mature students of special qualifications for directing institutions, such as college and school dormitories, clubs, settlements, and large households of a similar nature. The requirements for admission to this major are two years of satisfactory general courses (see A above) including preliminary courses in Household Administration in Teachers College, or of similar work in other approved colleges or technical schools.

Special programs will be provided for advanced students who wish to devote their time to the study of particular problems.

A few mature students who do not meet the above qualifications, but who are especially qualified for admission because of successful practical experience may be admitted to selected courses as non-matriculated students (§ 7). They are not eligible for certificates (§ 13), but may obtain an official statement from the Registrar.

§ 72 *Programs in Institutional Administration (for Junior and Senior years):*

- I. For Dietitians in Hospitals or Sanitaria
 - II. For Managers of School or Factory Lunchrooms
 - III. For House Directors in College Dormitories, Clubs, Settlements
- Required courses in I, II, III for degree or certificate:* Administration 51, 61, 65, 75, 81, 181, Economic Science 79, Chemistry 51, Cookery 75, Hygiene 75.

Electives subject to adviser's approval to make total of 60 points for the two years.

Recommended courses:

I. For Dietitians: Nutrition 71 and 115, Social Science 89

II. For Lunchroom Managers: Cookery 61, 85, Administration 71, Social Science 89

III. For House Directors: Administration 71, Social Science 89

Candidates for the degree of Bachelor of Science must complete a total of 124 points in four years, including the courses required in one of the programs above (I, II or III), and the first and second years in the major in Household Administration (or its equivalent).

Graduate Work

Candidates for the Master's degree with major interest in Administration are advised to consider the following courses: Household Arts 165-166, 181, 185-186, 265-266, 281-282, and Practical Arts 301-302. (See also §§ 17-22.)

COURSES IN ADMINISTRATION

The courses in Household Administration include housework, management, laundering, marketing, house planning, budgets, and household accounts. Those in Institutional Administration consider the parallel problems of institutions, such as dormitories, hospitals, etc.

§ 73

HOUSEHOLD ADMINISTRATION

Administration A—Principles of Household Administration.

Lectures. 1 point. Professor GUNTHER and Miss FISHER

Section I: Tu. 1.10, Winter Session. Repeated as

Section II, Spring Session

Section III: M., 11, Winter Session. Room 53 H. A.

This course is a general survey of the field of household administration, giving the background of activities in the household, and the meaning of homemaking at the present day. The specialized field in household administration will be considered.

This course is recommended as a prerequisite or parallel to all other courses in Household Administration.

Administration 1L—Housewifery and Household Management.

Lectures and laboratory work. 2 points. Miss BALDERSTON and assistant

Section I: M. and F., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Section III: M. and W., 2.10-4, Winter Session. Repeated as

Section IV, Spring Session

Limited sections. Laboratory: Room 53 H. A.

Treats of kinds of service needed in various parts of the household, and the systematic planning of the daily routine; labor saving appliances; repairing and renovation; household efficiency with reference to housekeeping methods.

Prerequisite: Administration A.

Administration 2L—Problems in Household Management. 2 points. Miss BALDERSTON

Section I: Tu., 2.10-4, Winter Session

Limited section. Room 53 H. A.

A course for Seniors or for students with advanced teaching experience. Special problems of the household.

Prerequisite: Administration A and 1.

Administration 5—Home Economics for Family Visitors. 2 points. Miss WINSLOW

M. and W., 9, Winter and Spring Sessions

Requires at least twelve students

This course discusses certain of the home-making problems of small income families, and the methods of helping such families to live according to better standards with reference to food, clothing, housing, housekeeping, and child care. It also discusses methods of increasing household thrift by budget planning and budget supervision. The course is intended for public health students and for household arts students interested in social work or city extension work.

Administration 5x—Field Work in Family Visiting. 1 point, supplementary to Administration 5. Miss WINSLOW

Hours to be arranged

This course provides opportunity for supervised field work in connection with recognized social agencies, for the purpose of acquainting students with actual home-making problems and methods of helping families to meet these problems more successfully.

Administration 11L—Domestic Laundering. Discussions, demonstrations, and laboratory work. 2 points. Miss BALDERSTON and assistant

Section I: Tu., 9-11.50, Winter Session. Repeated as

Section II, Spring Session, if there is a registration of twelve students

Section V: W., 9-11.50, Winter Session. Repeated as

Section VI, Spring Session

Limited sections. Rooms 53 and 57 H. A.

Intended for the teacher or for the person concerned with household management. It presents the principles and processes included in laundry work; space, equipment, and materials required for work in the home; machinery for domestic work, its cost, care, and uses; the processes of laundering; removal of stains, disinfecting; system in the domestic laundry; the household and the commercial laundry.

Prerequisite: Chemistry 1 or 3. Administration A.

§ 74

Administration 21L—Marketing. 2 points.

Section I: Tu. and Th., 2.10, Winter Session. Repeated as

Section II, Spring Session

Section III: W., 10-11.50, Winter Session. Repeated as

Section IV, Spring Session

Limited sections

(1) Purchasing of food for the household. Discussion of methods and cost of production and distribution, also the protection given to the housewife through food legislation and food inspection. Plans for reducing waste in marketing, conserving the food supply, reducing food costs to the consumer. (2) Purchasing household equipment.

Administration 31—House Planning. Lectures and studio work. 2 points. Miss MEAD

F., 2.10-4, Winter Session

This course provides fundamental study of the development of shelter; the history of the house; principles of planning and of house construction; different types of dwellings and factors deciding their location. City planning; laws and ordinances; general requirements for the welfare of inhabitants.

The students must become familiar with house plans; criticize intelligently the plans of an ordinary country or city house, the tenement or apartment; to plan in sketch form simple problems of country and city dwellings.

For courses in Economic Science related to Household Administration see § 40

For courses in Hygiene related to Household Administration see § 47

INSTITUTIONAL ADMINISTRATION

Administration 51L—Institutional Housekeeping. Lectures and observation. 3 points. Miss FISHER and others \$ 75

Lectures: Tu. and Th., 2.10

Section I: M., 10-2, Winter Session. Repeated as

Section II, Spring Session

Section III: Tu., 10-2, Winter Session. Repeated as

Section IV, Spring Session

Section V: W., 10-2, Winter Session. Repeated as

Section VI, Spring Session

Section VII: Th., 10-2, Winter Session. Repeated as

Section VIII, Spring Session

Section IX: F., 10-2, Winter Session. Repeated as

Section X, Spring Session

Limited sections

This course is a study of housekeeping methods and equipment in the various types of institutions. Observation will be given in Whittier Hall dormitory and in the Horace Mann Lunch Room. There will also be observation in different city institutions, dormitories, clubs, cafeteria, and school lunch rooms.

Prerequisite: Administration A and 1.

Administration 61—Institution Planning. 2 points. Miss MEAD
F., 2.10-4, Spring Session

This course continues Administration 31, and deals with institutional dwellings, discussing the more prevalent and important types, such as hospitals and sanatoria, clubs, and school dormitories. The factors in construction common to all will be first considered, such as service departments, kitchens, and accessory offices, laundries, planning and structural equipment. The last half of the second half-year will be devoted exclusively to hospital problems.

Administration 61a. First half of Administration 61. 1 point
Primarily for students of Institutional Administration.

Administration 65L—Institutional Laundering. Discussions, demonstrations, laboratory work. 2 points. Miss BALDERSTON and assistant

Section I: Th., 9-11.50, Winter Session. Repeated as

Section II, Spring Session

Limited sections. Room 57 H. A.

It considers planning, equipment, and methods of management, including such topics as machine versus hand-work; the typical laundry apparatus, soap, starches, and other materials; methods of handling different fabrics; staff and financial management. Machine practice in the laundry laboratory is included and opportunities for observation and practice in an institutional laundry.

Prerequisite or parallel: Administration 11.

Administration 71—Institution Furnishings and Supplies. Lectures and excursions. 2 points. Miss SOUTHARD \$ 75

Section I: W., 2.10-4, Winter Session. Repeated as

Section II, Spring Session

Furnishing and equipment of institutions such as college and school dormitories, club settlements, etc. Selection of suitable types of furniture, rugs, bedding, linen, and other equipment and supplies from the standpoints of good taste, comfort and durability. Problem of cost and replacement.

Administration 75—Institution Food Departments. 2 points.
Miss BAKER

Section I: W., 10-11.50, Winter Session. Repeated as

Section II, Spring Session

This course deals with planning and equipment of institutional kitchens and accessory dining and lunchrooms; buying food supplies for institutions; contracts; ethics in buying for institutions; grades and quality; cost in relation to season. It also deals with dietaries for school lunchrooms, restaurants, college dormitories, hospitals, and asylums; forms of meal service for institutions.

Administration 81—Accounting and Office Management. 2 points. Miss JOHNSON.

M., 2.10-4, Spring Session

Recording and office management of institutional homes, the preparation of statements and reports, and various devices in efficient administration.

Household Arts 181—Problems in Organization and Administration. For Seniors and graduate students. 2 points. Professor GUNTHER and Miss FISHER

Lecture and conference: Section I: W., 10-11.50, Winter Session. Repeated as

Section II, Spring Session

Prerequisites: Administration A, 51 and 75.

§ 75

Household Arts 281-282—Special Problems in Administration. For graduate students. 2 points each Session. Professor GUNTHER and Miss FISHER.

Conference hour, M., 2.10 (or one specially arranged), and six hours per week to be arranged at registration. The work assigned the students will be planned with reference to individual needs. The problems may be those related to the management of the small home, or to that of the institution.

Practical Arts 301-302—Introduction to Research in Economic and Social Problems Related to Practical Arts. 4 points each Session. Dr. ALLINSON

S., 9. See § 40.

Other courses advised for advanced students of Administration are in Economic Science (§ 40), Social Science (§ 51), and Hygiene (§ 47)

SPECIAL AND EXTENSION COURSES IN ADMINISTRATION

Announcement of special and extension courses in Administration will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University.

SUMMER SESSION COURSES IN ADMINISTRATION, 1918

Administration s1—Technique of Housework. 2 points. Miss WEER

Administration s2—Household Management. 2 points. Miss WEER

Administration s5—The Home Problems of the Industrial Family. 2 points. Miss WINSLOW

Administration s21—Marketing. 2 points.

Administration s75—Institution Food Departments. 2 points. Miss KNIGHT

Administration s91—Institution Organization and Administration. 2 points. Miss FISHER

Household Arts s283 and s284—Problems of Administration for Graduate Students. 2 points each course. Miss FISHER

V—GENERAL HOUSEHOLD ARTS

Professor GUNTHER, *adviser*

§ 76

Freshmen who have not decided to specialize in any one of the preceding majors in household arts may follow the general program outlined below for the first two years (General Curriculum). During this period a dominant interest may be discovered, and the student may

choose to aim toward some particular technical line, such as, cookery, textiles, or administration. Or, she may decide to prepare for teaching household arts. In any of these cases the student will apply for registration in the appropriate major (see § 16) at the beginning of the Professional Curriculum in the Junior year.

Still another possible program for the Junior and Senior years is Vocational Home-making outlined below. This prepares distinctly for home-making, and is not a preparation for the teaching of household arts. Students who have had two years of academic training in other colleges may elect the home-making major.

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14), to make a total of 45 points. All general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Selected from the several lines of practical arts (especially cookery, nutrition, clothing, household fine arts, hygiene, bacteriology, administration, nursing) under the direction of the adviser.

ELECTIVES: to make a total of 124 points.

Students are recommended to plan their program of studies as follows:
First year: English A, Language, Hygiene A, Biology 4, Chemistry 1-2 or 3, Physical Training A, Administration A, 1, Cookery 1, Clothing 5. *Second year:* English B, History A or B, Biology 57, Physical Training B, Administration 2, Cookery 3, Clothing 15, and electives selected with reference to students' plans for the third and fourth years.

Major in Vocational Home-Making

Junior and Senior years:

Technical courses selected, with approval of adviser, from Cookery, Clothing, Household Fine Arts, Household Administration, Nutrition, Hygiene, Nursing. Electives from technical or general courses.

In either year the program may be modified by the Committee on Instruction on the recommendation of the adviser.

Students with this major will be permitted to take Education A, B, and 2; and certain other general courses in Education; but no special methods course.

VI—HOUSEHOLD ARTS—FINE ARTS

(See under Fine Arts, §§ 57, 58, House Design and Costume Design)

VII—HOUSEHOLD ARTS EDUCATION

Professors COOLEY, WINCHELL, SPOHR, and Miss MARSHALL, *advisers*

In Household Arts Education there are five major lines of work; § 77

I—TEACHING OF HOUSEHOLD ARTS IN SCHOOLS

II—HOUSEHOLD ARTS FOR RURAL EXTENSION WORKERS

III—SUPERVISION OF HOUSEHOLD ARTS IN SCHOOLS

IV—TEACHING OR SUPERVISION OF HOUSEHOLD ARTS IN SCHOOLS OR COLLEGES. (For graduate students only.)

V—TEACHING IN VOCATIONAL SCHOOLS

I and II lead to the degree of Bachelor of Science and a teacher's diploma; III leads to the same degree and a supervisor's diploma; IV leads to a higher degree and a diploma; V may be arranged for either the Bachelor's or Master's degree, and a diploma.

I—Teaching of Household Arts in Elementary and Secondary Schools

This program for the degree of Bachelor of Science and a teacher's diploma requires two years (60 points) for students who have had two years of study in approved schools of college rank. Students who have completed in Teachers College the first two years of the General Curriculum (see § 14) with the preliminary courses in foods and cookery, textiles and clothing, practical science, or general household arts, should apply for admission *at the beginning of the Junior year* to this major in teaching household arts.

The following courses are required: General Curriculum (§ 14), or equivalent; Education A (4 points); B (4 points); 2 (4 points); 135-136, 135x and 136x (Teaching Household Arts, 7 points); also the courses of one of the groups (A, B, C) stated below. Electives to make a total of 124 points. Students wishing to prepare to teach all phases of Household Arts in Schools should elect Group C, which can be completed in three years.

Group A—For teaching Textiles, Clothing, and House-furnishing. Professor SPOHR, *adviser*

Prerequisite: Chemistry 3

Required: Textiles 31; Clothing 5, 15, 27, 33, 35, 45, 55; Fine Arts 11, 14, 21; Education A, B, 2, 135-136, 135x and 136x

Electives: Administration 11; Clothing 57, 75; Fine Arts 22; Economic Science 79

Additional course may be chosen in the clothing and art field, thus making a highly specialized course of study. The student whose main interest is in clothing, but who wishes a broader outlook, should select courses in economic and social science, in foods and nutrition, and in advanced work in education

§ 77

Group B—For teaching Foods, Nutrition, and Sanitation. Professor WINCHELL and Miss MARSHALL, *advisers*

Prerequisite: Chemistry 1-2, Elementary Physics

Required: Chemistry 25, 31 or 41, 51; Biology 4 or 53, and 57; Cookery 1, 3, 41, 131; Hygiene 72 or 75; Administration 1, 21; Nutrition 71; Education A, B, 2, 135-136, 135x and 136x

Electives: Administration 11; Economic Science 79; Fine Arts 14; Cookery 5

Additional courses may be chosen in foods and nutrition, thus making a highly specialized and thorough course of study. The student whose main interest is in the food problem and yet who wishes a broader outlook should select courses in economic and social sciences, in textiles and clothing, in fine arts, or in advanced work in education.

Group C—For teaching Household Arts in Elementary and Secondary Schools. Professor COOLEY, *adviser*

Prerequisite: Chemistry 3

Required: Textiles 31 a, b, Clothing 5, 15, 27, 35, 45; Fine Arts 11, 14; Chemistry 25, 31 A; Cookery 1, 3, 41; Nutrition 1; Administration 1, 11; Economic Science 79; Biology 4 or 53; Education A, B, 2, 135-136, 135x and 136x

Electives: Hygiene 72 or 75; Biology 57; Clothing 33; Administration 21; Textiles 31c; Nursing 5; Cookery 5; Fine Arts 21

II—Household Arts for Rural Extension Workers. Professor SPOHR, *adviser*

Open to women who have had experience in home making and who have a knowledge of and a sympathy with the rural home and farm situation. Special entrance requirements—two years study in an approved college.

Program of studies (54 points) to be selected from the fields of foods and cookery, nutrition, textiles and clothing, chemistry, bacteriology, hygiene, administration, and nursing.

Required courses: Education A, 2, 273-274, 140, 140x

Suggested courses: Cookery 1, 3, 41, 81; Nutrition 71; Clothing 5, 15, 35, 27; Chemistry 31, 51; Biology 4, 53, 57; Hygiene 75; Nursing 3, 5; Fine Arts 11, 14; Administration 1, 3, 11; Economic Science 79.

III—Supervision of Household Arts in Schools. Professor COOLEY, *adviser*

Special admission requirement: Two years of approved study in schools of college rank. Successful experience in teaching household arts. Familiarity with the courses required in one of the groups above

Required courses: General Curriculum (§ 14); Education A, B, 2; Education 411A or 412A—Criticism and Supervision of Instruction (3 points); Education 137-138—Supervision in Household Arts (4 points); and electives approved by the advisers

IV—Teaching or Supervision of Household Arts in Schools or Colleges. For graduate students. Professors COOLEY, WINCHELL, and SHERMAN, *advisers*

Special admission requirements for graduate students specializing in household arts

For teaching household arts in schools: Bachelor's or equivalent degrees from approved colleges. Completion of equivalent of elementary courses in sciences and household technology prescribed in the Groups A, B, or C on the preceding page. The requirements for the Master's degree (see §§ 20-22) will be stated for each individual case when the Committee on Instruction receives from an applicant a full statement of work previously accomplished in the line of household arts and related subjects. Some graduate students with good scientific and technical training may be able to complete requirements for the Master's degree in one year. Those with literary and classical training will probably have to spend one year in preliminary scientific and technical courses. Such students are advised to apply for the degree of Bachelor of Science at the end of the preliminary year, and for the Master's degree and Teachers College diploma at the end of the second year.

For teaching household arts in colleges: Same requirements as for teaching in schools, and in addition maturity, scholarship and other qualities that are essential for successful work with adult students.

For supervision of household arts: Degree same as for teaching (see above). Previous study equivalent to one of the undergraduate groups (A, B or C) and successful experience in teaching household arts

§ 78

In making up a program of study for the Master's degree with a major in Household Arts Education, the candidate should confer with the advisers and plan a program of studies from the following groups:

(a) Two or more courses from: Education 135-136 (Teaching Household Arts in Schools). Education 137-138 (Supervision of Household Arts). Education 337-338 (Practicum in Household Arts). Education 335-336 (Teaching Household Arts in Colleges). Education 411A or 412A (Supervision of Instruction).

(b) At least one course in general education: *e.g.*, educational psychology, history of education, philosophy of education (see § 41 and Announcement of School of Education).

(c) Other courses of graduate credit in household arts, science, education or other departments of the University to make a total of at least 30 points for the Master's degree, not less than six courses of which must be taken in Teachers College (see § 21).

(d) An essay, or its equivalent (§ 22).

V—Teaching or Directing Household Arts in Vocational Classes or Schools

This is a two-year program (60 points) for the Bachelor's degree for students who have completed the two years of the General Curriculum (§ 14), or equivalent in approved schools of college rank. It is also open to matriculated unclassified students (see § 6). A certificate in teaching, not directing, may be granted under the rules stated in § 13.

(a) *Teaching vocational home-making.* Professor COOLEY, *adviser*.

Special entrance requirement: Practical home experience satisfactory to the adviser; maturity and special fitness in interests and personality.

Required courses: Education A, 2, B, 135-136, 136x. Also, such courses of the major in home-making (see § 76) as are suggested by the adviser. Total 60 points.

(b) *Teaching sewing and dressmaking.* Professor COOLEY, *adviser*; Professor FALES, *associate adviser*.

Required courses: Textiles 15, 33, 35, 45, 55, 75; Fine Arts 1 and 2 or 11, 21; Education A and 2; Education B; Education 135, 136A, and 136x, and electives approved by the advisers to make a total of 60 points.

Special requirement: Practical shop experience satisfactory to the advisers, at least 700 hours. The School of Practical Arts is not prepared to offer this shopwork and hence the diploma will be granted only to students whose experience elsewhere is accepted by the advisers as equivalent to the required shopwork.

(c) *Teaching foods and cookery.* Professor WINCHELL, *adviser*; Professors VAN ARSDALE and GUNTHER, *associate advisers*.

Required courses: Biology 4; Chemistry 3, 25, 31A; Administration 1, 11, 21; Cookery 131 and its prerequisite courses in cookery; Education A and 2; Education B; Education 135, 136A, and 136x; Economic Science 1 or 79; and electives approved by advisers to make a total of 60 points.

Practical work, possibly in connection with the lunchrooms of Teachers College, satisfactory to the advisers.

(d) *Directing Household Arts.* Professor COOLEY, *adviser.*

For principals and directors of vocational schools, State agents and supervisors. Special entrance requirement: Maturity, scholarship, knowledge of the technical aspects of household arts, experience in teaching household arts, and evidence of executive ability satisfactory to the advisers.

Required subjects: Economic Science; Social Science; Educational Sociology, Personal Hygiene; Bacteriology and Sanitation; Education 137-138; Education A and B, or equivalent in graduate courses; and electives approved by advisers to make a total of 60 points.

COURSES IN HOUSEHOLD ARTS EDUCATION

Education 135-136—Teaching of Household Arts in Schools. 2 points each Session. Lectures, conferences, and practical work. Professors COOLEY, WINCHELL, and SPOHR and Miss MARSHALL

§ 79

Lectures, Tu. and Th., 9

Section I: Textiles and Clothing. Professor COOLEY

Section II: Textiles and Clothing. Professor SPOHR

Section III: Foods and Sanitation. Professor WINCHELL

Section IV: Foods and Sanitation. Miss MARSHALL

Section V: Foods and Sanitation. Miss MARSHALL. M. and W. 1:10

This course is open only to candidates for diplomas in teaching.

Education 135x—Preliminary Practical Work in Household Arts Teaching. 1 point

This course is supplementary to Education 135-136 and preliminary to Education 136x for Juniors registered for the major in Household Arts Education. It may be taken during either the Winter or Spring Session. Arrangements should be made with Professors Winchell or Spohr at time of registration in September.

Education 136x. Supplementary to Education 135-136. Conferences and practical work, 2 points. Graduate students should register for this course under the title Education 283 if taken in the Winter Session or 284 in the Spring Session; 2 points. General conferences, Friday, 4:10 for graduate students

Students will do their practical work in the line of their major Group. In Group C both foods and clothing are required.

Education 136A—Teaching of Household Arts in Vocational Schools or Classes for Girls. 2 points

Hours to be arranged for evening lectures and conferences in the Spring Session. A special circular will be issued in January

Education 137-138—Supervision in the Household Arts. Conferences and practical work. 2 points each Session. Professors COOLEY and WINCHELL

Tu. and Th., 11.

This course deals with the place of the household arts in modern education and with the aim and various phases of the work both in Europe and America. It deals also with the organization and supervision of courses in elementary and secondary education and in institutions higher than the secondary schools. It considers the duties of the supervisor on the business and professional sides. The practical work includes personal investigations in various schools and institutions and a study of the problems of equipments. Qualified students will have an opportunity for practice work in critic teaching.

Prerequisites: Education 135-136 and Education A.

Prerequisite or parallel: Education B.

Special requirement: successful experience in teaching and familiarity with the courses required in groups A, B or C, also two years of study in schools of college rank.

Education 140—Teaching of Household Arts in Rural Communities. 2 points. Professor SPOHR

Tu. and Th., 10, Spring Session

Requires a registration of fifteen students.

This course is for the purpose of discussing possibilities in the way of subject-matter and method of presenting same to women and girls living in rural communities. Consideration will be given to extension work, short courses, women's clubs, boys' and girls' clubs, movable schools, county agent work, the one-teacher rural school, and such other organizations as may be interested in the home.

Opportunities for field work will be given to those desiring it.

Education 140x. 2 points supplementary to Education 140. Professor SPOHR

Conferences and practical work to give training along the lines required of rural extension teachers.

§ 79 **Education 335-336—Organization and Teaching of Household Arts in Normal Schools and Colleges.** 2 points each Session. Professors COOLEY, WINCHELL, and others

M. and W., at 1:10. Room 414 H. A.

For graduate students, but open to Seniors who have completed Education 135-136 or equivalent.

This course is designed to give prospective directors of departments of household arts a general view of all phases of the subject. The following topics have been selected for the lectures: Organization and General Methods (Professors COOLEY and WINCHELL). Organization of household arts in relation to a college curriculum and the general problems of science in relation to practical arts. (Professor BIGELOW). Household Administration (Professor GUNTHER). Household Economics (Professor ANDREWS). Household Biology and Sanitation (Professor BROADHURST). Food Chemistry and Dietetics (Professors SHERMAN and ROSE). Cookery (Professor VAN ARSDALE). Textiles and clothing (Professor FALES). Household Fine Arts (Professor DOW). Personal Hygiene (Professor WOOD).

Education 336x—Practice Teaching in Household Arts. 2 points. Professors VAN ARSDALE and WINCHELL (foods), FALES and COOLEY (clothing), GUNTHER (household administration)

Hours to be arranged in either half-year

Qualified graduate students who register for this course, with approval of instructors, will serve first as assistants and later as assistant teachers in certain special or extension classes. There are opportunities for practice teaching in each of the three lines of household arts (foods, clothing, administration) in each half-year. A student who has qualified in the appropriate technology may elect practice teaching in one or two of the three phases of household arts, each for a half-course requiring five hours per week for a half-year. Opportunity for practice teaching in other lines of household arts and related sciences may sometimes be arranged for specially qualified students.

Prerequisite or parallel: Education 335-336.

Education 337-338—Practicum in Household Arts Education. Conferences and practical work. 4 points each Session. Professors COOLEY and WINCHELL

Hours to be arranged with either or both instructors before registration

This course affords opportunity for practical investigation of conditions and problems in household arts teaching in schools, colleges, clubs, and social settlements. It includes a study of the development and present status of household arts at home and abroad.

Education 294B—Vocations for Girls and Women. 2 points.
M. and W., 5.10, Spring Session

The object of this course will be to give a brief survey of the principal positions and opportunities open to women and girls in the professional, commercial, industrial, agricultural, and home-making fields. Specialists in the several fields will speak on the conditions of employment, possible opportunities, and necessary training for the vocations which they represent. This course is especially recommended to those interested in vocational guidance.

SUMMER SESSION COURSES IN HOUSEHOLD ARTS EDUCATION, 1928

Education s135A—Teaching of Clothing, Textiles, and House
Furnishing in Elementary Schools. 2 points. Miss CHACE § 80

Education s135B—Teaching of Foods, Nutrition, and Sanitation
in Elementary Schools. 2 points. Miss MARSHALL

Education s136A—Teaching of Clothing, Textiles, and House
Furnishing in Secondary Schools. 2 points. Miss CHACE

Education s136B—Teaching of Foods, Nutrition, and Sanitation
in Secondary Schools. 2 points. Professor WINCHELL

Education s137—Supervision of Household Arts in Schools. 2
points. Professor COOLEY

Education s139—Teaching Household Arts in Rural Schools.
2 points. Professor SPOHR

Education s140—Directing Household Arts in Rural Commu-
nities. 2 points. Professor SPOHR

INDUSTRIAL ARTS

§ 81 In Industrial Arts there are three majors in the Professional Curriculum (see § 15) leading to the Bachelor's degree:—

I—INDUSTRIAL DRAWING AND DESIGN (see below)

II—INDUSTRIAL ARTS (see § 83)

III—INDUSTRIAL ARTS EDUCATION (see § 85)

I and II lead to the degree of Bachelor of Science; III to the degree of Bachelor of Science and a diploma in teaching or supervision. Graduate work is offered in III.

Students who expect to teach should apply for admission to III (Industrial Arts Education) at the beginning of the Junior year.

I—INDUSTRIAL DRAWING AND DESIGN

Professor WEICK, *adviser*

Required program of studies for the Bachelor's degree:

GENERAL COURSES (see § 14): English A and B, 6 or more points in language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years

TECHNICAL COURSES: Drawing 1-2, 31-32, 33-34, 51-52, 57-58, 61-62, 75-76; Fine Arts 1, 2, 31-32; Industrial Arts 47, 48, 49-50, 51

ELECTIVES to make total of 124 points

Four-year students who intend to register for Drawing as a professional major in the Junior and Senior years are recommended to plan their program of studies as follows: *First year:* English A, Hygiene A, Mathematics 31-32, Drawing 1-2, Fine Arts 1-2, Physical Training A, and electives. *Second year:* English B, French A, or German A, History A, Physics 1, Drawing 31-32, Drawing 33-34, Industrial Arts 47-48, Physical Training B, and electives. *Third year:* Drawing 51-52, Design 57-58, Fine Arts 31-32, and electives. *Fourth:* History B, Drawing 61-62, Design 75-76, and electives.

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate

Drawing 1-2—Mechanical Drawing. 3 points each Session. Professor WEICK and assistant

Tu. and Th., 9-11.50. Room 327 Macy

The first half of this course gives thorough instruction in the use of drawing instruments and the principles of simple orthographic projection, which is followed by problems in lettering, stress being laid on the commercial form of letters and titles of drawings; the development of surfaces and lines of intersection are then dealt with and the turning of patterns into models. Special attention will be given to working drawings for use in wood- and metal-working.

The second term's work will consist of isometric and other forms of oblique projection drawing; perspective, machine, and structural details; drawing-room conventions; the making of tracings and blue-prints.

Drawing 3—Mechanical Drawing, Briefer Course. 2 points. Professor WEICK and assistant

Section I: W. and F., 1.10-3, Winter Session

Section III: M. and W., 3.10-5, Winter Session

Section VI: Tu. and Th., 10-11.50, Spring Session

Room 327 Macy

Drawing 3 should be allowed by 4. Intended for students in fine arts, house decoration, and others who do not wish to specialize in mechanical drawing. Section III is best for students preparing for teaching industrial arts in elementary schools.

Drawing 4—Course 3 continued, 2 points

Section II: W. and F., 1.10-3, Spring Session

Section IV: M. and W., 3.10-5, Spring Session

Section V: Tu. and Th., 1.10-3 or 2.10-4, Winter Session

Drawing 31-32—Mechanical and Freehand Perspective Drawing. § 82
2 points each Session. Professor WEICK and assistant

Section I: Tu. and Th., 1.10-3. Room 327 Macy

Intended to meet the requirements of students in household furnishing or interior decoration, costume design, architecture, and those interested in perspective drawing in general. It consists of making drawings of simple objects, interiors of rooms, showing the location of doors, windows, furniture, rugs. Pencil and pen and ink rendering.

Drawing 33-34—Architectural Drawing. 2 points each Session.
Professor WEICK and assistant

M. and W., 9-11.50. Room 327 Macy

A practical studio course in the making and reading of architectural plans, elevations, and constructive details, bearing directly on the requirements of the professional decorator. The studio work will be supplemented by lectures on the various phases of plan-reading.

Prerequisite: Drawing 3-4.

Recommended parallel: Administration 51-52.

Drawing 51-52—Descriptive Geometry. Lectures and studio work.
2 points each Session. Professor WEICK

Lectures and recitation, Th. 4.10-5; studio work, F., 10-11.50; other hours to be arranged

Room 327 Macy. Not given unless ten students apply

Intended for students of advanced mechanical drawing, machine and furniture design, and architectural and perspective drawing. The course deals with the determination of points and lines in space, lines of intersection of various planes, lines of intersection of solids, and the development of patterns and surfaces.

Attention will also be given to the theory of orthographic projection, oblique projections, shades and shadows, and linear perspective.

Prerequisite: Plane geometry.

Drawing 55-56—Machine Design. 2 points each Session. Professor WEICK and assistant

M. and W., 4.10-6. Room 327 Macy. Not given unless ten students apply

Intended for men who have had also experience in shop work or are trained mechanics in any of the trades who have a knowledge of mechanical drawing, such as Drawing 3-4 or its equivalent. The course consists of the laying out and designing of spur gearing and cams. The designs of machine elements, bearings, hangers, and couplings. The study and design of the elements of the steam and gasoline engines also forms a part of the course.

Prerequisite: Drawing 1-2 or 3-4.

Drawing 57-58—Machine Design. 3 points each Session. Professor WEICK and assistant

Tu. and Th., 10-11.50, and additional hours to be arranged

Room 327 Macy. Not given unless ten students apply

Deals with the materials used in machine construction. The application of equations and formulas to problems under consideration. The problems dealt with are such as riveted joints, bolts and nuts, belt, and tooth gearing, cams, and the calculation of stresses and strains in the design of gasoline motors and fly-wheels, etc.

Intended for students whose major is industrial drawing and design.

Prerequisite: Drawing 1-2 or 3-4.

Drawing 61-62—Advanced Mechanical Drawing. 2 points each Session. Professor WEICK

Hours to be arranged. Room 327 Macy

This course is a continuation of Drawing 1-2. It takes up the making of patent-office drawings; shading, tinting, and stippling will form a part of the work.

Prerequisite: Drawing 1-2.

Intended for students whose major is industrial drawing and design.

§ 82

Drawing 75-76—Advanced Machine Design. 2 points each Session. Professor WEICK

Hours to be arranged if ten students apply

A continuation of Drawing 57-58. The advanced problems in machine design will be here dealt with.

Intended for students whose major is industrial drawing and design.

Industrial Arts 161-162—Industrial Drawing. Lectures, readings, problems, discussions, and reports. For graduate students. 3 points each Session. Professor WEICK

Hours to be arranged

Organization of curricula in drawing in secondary and trade schools, in technological schools, and in the technological departments of colleges and universities. The examination and evaluation of various problems, materials, and methods. The construction and organization of new courses.

Open to students who obtain the consent of the instructor.

Industrial Arts 175-176—Industrial Design. Lectures, readings, problems, discussions, and reports. For graduate students. 3 points each Session. Professor WEICK

Hours to be arranged

A critical examination of courses of study and problems in machine design in trade schools, technological schools, and the technological departments of colleges and universities. The development and organization of desirable problems and courses in typical schools.

Open to students who obtain the consent of the instructor.

SUMMER SESSION COURSES IN DRAWING, 1918

Drawing s3 and s4—Elementary Mechanical Drawing. Each course 2 points. Professor WEICK

Drawing s55 and s56—Machine Design. Each course 2 points. Professor WEICK

II—INDUSTRIAL ARTS

Professor BONSER, *adviser*

§ 83

Required program of studies for the Bachelor's degree:

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14), to make a total of 45 points. All general courses should be completed in the Freshman and Sophomore years

TECHNICAL COURSES: Industrial Arts 47-48, 49, 51; Drawing 1-2, 31-32, 55-56; Fine Arts 1-2, 31-32, 57-58, 59-60

Electives to make a total of 124 points

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate.

Students who take shopwork in Industrial Arts will be required to purchase from the Bursar a "laboratory ticket," price \$2, the coupons of which are to be used in paying for special materials required for individual use and for damage to or loss of apparatus in any shops, laboratories or studios of Teachers College. Unused coupons are redeemable at the end of any Session.

COURSES IN SHOPWORK

Industrial Arts 47-48—Industrial Arts for Junior and Regular High Schools. Lectures, shopwork, and excursions. 3 points each Session. Mr. BOWMAN

Not given unless ten students apply

This course includes projects and problems appropriate for the upper grades and high school or the junior high school. The room is specially equipped as a demonstration industrial arts shop for working out sample demonstration units of work suitable for industrial arts for pupils of the seventh, eighth, and ninth years.

The course covers the selection of elements from industrial activities, visitations to a series of industrial plants, the relation of industrial arts work to modern large scale machine production, and the information side of the industrial arts work as it centers around vocational guidance. Adaptation to work in general science will receive attention.

Industrial Arts 47A-48A—Industrial Arts for Junior and Regular High Schools, Briefer Course. 2 points each Session. Mr. BOWMAN

Not given unless ten students apply

An abbreviated course of thirty lessons.

PRELIMINARY SHOP COURSES

An agreement has been made with Pratt Institute whereby a limited number of students who have had approved elementary shopwork may be registered, with credit in Teachers College for 1918-19 in certain classes as follows: Elementary bench work in wood (3 points); bench and cabinet work (3 or 6 points); wood turning, pattern making, and mill work (2 or 4 points). For hours and other details consult Professor BONSER

§ 84

ART INDUSTRIES

For courses in Woodcarving, Hammered Metal, Silversmithing, and Jewelry see under Fine Arts § 59

IV—INDUSTRIAL ARTS EDUCATION

Professor BONSER, *adviser*

In Industrial Arts Education there are four lines of work:

§ 85

A—TEACHING INDUSTRIAL ARTS IN ELEMENTARY SCHOOLS

B—TEACHING INDUSTRIAL ARTS IN INTERMEDIATE AND SECONDARY SCHOOLS

C—TEACHING INDUSTRIAL ARTS IN NORMAL SCHOOLS

D—SUPERVISION OR ADMINISTRATION OF INDUSTRIAL ARTS

A, B, C, and D lead to the degree of Bachelor of Science and a diploma in teaching or supervision. However, in B, C, and D only candidates for higher degrees are eligible for diplomas in teaching in schools above secondary, or in supervision in those above elementary.

A, B, C, and D are normally two-year programs for students who have had two years of study in approved schools of college rank. Students who have completed in Teachers College the first two years of a major in Industrial Drawing or Industrial Arts may apply for transfer at the beginning of the Junior year to Industrial Arts Education.

A—Teaching Industrial Arts in Elementary Schools.

Education A (4 points); B (4 points); 2 (4 points); 143-144 (4 points); 145-146 (4 points); 146x (2 points); Drawing 1 or 3 (2 points); Fine Arts 31-32 (6 points); History B (6 points), and electives approved by the adviser

B—Teaching Industrial Arts in Intermediate and Secondary Schools

Education A (4 points); B (4 points); 2 (4 points); 147-148 (4 points); 148x (2 points); 281 (2 points); Drawing 1-2 (6 points) or 3-4 (4 points); Fine Arts 1-2, or 31-32 (6 points); Mathematics 31-32 (4 points); History B (6 points); and shop courses approved by the adviser

C—Teaching Industrial Arts in Normal Schools. As in A with the addition of Education 147-148 and 411-412, or 411A-412A, or 413-414, and electives approved by the adviser

D—Supervision or Administration of Industrial Arts

Special admission requirements: Successful experience in teaching industrial arts and technical courses required in major A or B above. Education A (4 points), B (4 points), 2 (4 points), 143-144 (4 points), 145-146, or 147-148 (4 points), 411A-412A (4 points), and (in the School of Education) electives from Education 241-242, 291, 292, 293, 294, 251-252, 451-452, 482, and History 145-146 or other courses approved by the adviser

For graduate students, the above programs (A, B, C, D) will be modified by the adviser as individual needs require.

COURSES IN INDUSTRIAL ARTS EDUCATION

§ 86 Education 143-144—Industrial Arts for the Elementary Grades. 2 points each Session. Miss PATRICK

Section I: M. and W., 2.10-4

Section II: Tu. and Th., 3.10-5

Section III: S., 9-12.20

This course deals with those typical forms of industrial arts work which are practical in the first six grades of the elementary school.

It aims to secure a method of instruction that will emphasize thinking about concrete objects with relation to industrial uses; the projects include simpler phases of weaving, sewing, clay-working, cookery, wood-, metal-, and paper-working. The application of design to these projects is cared for. The relations of nature-study, geography, history, art, literature, and arithmetic to the course are considered.

Education 143A-144A—Experimental Problems in Industrial Arts for the Elementary Grades. Discussions, reports, and laboratory experiments. 2 points each Session. Miss PATRICK

M., 7.30-9.30 p.m. Room 119 Macy. Begins September 30

An advanced course in industrial arts for the elementary school in which special attention will be given to the curriculum and its content.

Registration only after consultation with the instructor.

Prerequisite: Education 143 or equivalent.

Education 143B-144B—Industrial Arts for Social and Religious Workers. 2 points each Session. Miss PATRICK

Tu. and Th., 9-10.50, Room 119 Macy

This course includes typical studies of industry which are suitable for clubs and classes not directly connected with regular school instruction. Those interested in the problem of Americanization will find in this course suggestive means and methods.

Industrial Arts for Exceptional Children, Defectives, and Delinquents

Teachers of these special types of pupils will be given individual attention and problems suited to their special needs in any of the sections of Education 143-144.

Education 145-146—Teaching Industrial Arts in Elementary Schools. 2 points each Session. Mrs. MOSSMAN and Professor BONSER.
Tu. and Th., 3.10

The place of industrial arts in the elementary school; distinction between elementary industrial arts and secondary or vocational study of the industries; materials and processes in the transformation of foods, textiles, metals, wood, and other products which may be used in elementary school practice; the extent to which the development of skill should be expected in the elementary school; the relation of the industrial arts to the fine arts, to nature-study, geography, arithmetic, and to the other elementary school subjects; organization of courses of study; methods of study and presentation in the industrial arts; supervision of instruction in industrial arts in elementary schools.

The technical projects covered in this course are taught in Education 143-144, which should also be elected. This course may be elected by students not specializing in industrial arts.

Prerequisite: Education A or 19-20 or 255-256; prerequisite or parallel: Education B or 241-242 or 291, 292, 293, 294.

Education 146x. Practical work supplementary to 145-146. 2 points.
Hours to be arranged either Session

Education 147-148—Principles and Practice of Teaching Industrial Arts in the Junior High School. 3 points each Session. Mr. BOWMAN and Professor WEICK

Not given unless ten students apply.

This course may be elected by students who do not specialize in industrial arts.

Discussions and readings include consideration of the purposes, organization, development of courses of study, planning, cost, and use of equipment for industrial arts in the junior high school or the upper grades and the first years of high school; and the supervision of teachers.

The field work includes a study of experimental forms of industrial arts work in typical schools in and about New York, the making of surveys of suburban villages and city schools varying in type and needs, and the organization of courses of study appropriate to these with specifications of needed equipment.

Practical work includes the use of the demonstration shop and laboratory for the construction of untried or modified projects, and the organizing and teaching of typical industrial arts units in the Speyer Junior High School, or in neighboring public or private schools. The demonstration shop and laboratory is equipped for appropriate work in wood, metal, clay, electrical construction, concrete construction, printing, photography, and studies in machine construction and operation.

Education 148x—Practice teaching supplementary to 147-148. 2 points.
Hours to be arranged in either Session

Graduate students should register for this course under the title Education 283 if taken in the Winter Session or 284 in the Spring Session; 2 points. General conferences F., 4.10

UNIT COURSE

U 41—Teaching of Industrial Arts in Elementary and Secondary Schools. Professor BONSER

§ 87

M., 7.30, first five weeks, Spring Session

SPECIAL AND EXTENSION COURSES

Announcement of special and extension courses in Industrial Arts will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University

SUMMER SESSION COURSES IN INDUSTRIAL ARTS, 1918

Education s143a—Industrial Arts for Primary Grades. 2 points. Miss BENTLEY and Miss WELLES

Education s143b—Industrial Arts for Intermediate Grades. 2 points. Miss PATRICK and Miss WELLES

Education s144—Industrial Arts for Intermediate Grades. 2 points. Miss PATRICK and Miss WELLES

Education s145—Theory and Practice of Teaching and Supervising Industrial Arts in Elementary Schools. 2 points. Professor BONSER and Mrs. MOSSMAN

§ 87 Education s147—Theory and Practice of Teaching Industrial Arts in Junior High Schools. 2 points. Mr. EDGERTON

Education s147x—Practice Teaching Supplementary to Education s147. 2 points.

Education s212k—Industrial Arts for Primary Grades, Briefer Course. 1 point. Miss BENTLEY

Education s212n—Theory and Practice of Teaching Industrial Arts in Junior High Schools. 1 point. Mr. EDGERTON

Industrial Arts s101—Industrial Arts for the Junior High School. 2 points. Mr. EDGERTON

MUSIC AND SPEECH

§ 88 In Music and Speech there are three lines of work:

I—MUSIC (see below)

II—MUSIC EDUCATION (see § 92)

III—SPEECH (see § 94)

I leads to the degree of Bachelor of Science; II leads to the degree of Bachelor of Science and a diploma in teaching or supervision; III, the courses in Speech, are open as electives to students in any department of Teachers College

I—MUSIC

Professor FARNSWORTH, *adviser*

§ 89 Required program of studies for the Bachelor's degree:

Students who elect this major must show aptitude in the subject and give evidence of a satisfactory basis in technical skill

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years

TECHNICAL COURSES: Music 13-14, 21-22, 25-26, 31, 33-34, 42, 43-44, 65-66, 169-170, and technical courses in voice, piano, violin, or organ to make not less than 45 points in technical courses

ELECTIVES to make a total of 125 points

Four-year students who intend to register for Music as a professional major in the Junior and Senior years are recommended to plan their program of studies as follows: *First year:* English A, German A, Hygiene A, Music 25-26, 31, 42, and technical work Physical Training, A, and sciences. *Second year:* English B, French A, Music 21-22, 13-14, and technical work, Physical Training B, and electives. *Third year:* History A or B, Music 33-34, 65-66, technical work, and electives. *Fourth year:* Music 43, 44, 169-170, technical work, and electives.

Students wishing credit for technical work completed before entering Teachers College must make application for such credit before the close of the Winter Session. Students who take private work with approved teachers while in college may, *on examination*, receive credit for partial fulfilment of requirements, in the technical courses in music. Those who are preparing for such examination must make special record and application in advance on blanks to be obtained from and returned to Professor FARNSWORTH

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate

GENERAL ART OF MUSIC

Music 25-26—Sight Singing. 2 points each Session. Mr. KRAFT § 90
M., W., F., 3.10. Room 118 T. C.

This course develops speed in determining what the notation means and skill in its vocal production. The aim of the work is to provide training necessary for all forms of musical activity.

Music 13-14—Tone Thinking and Melodic Dictation. 2 points each Session. Mr. KRAFT
M., W., F., 4.10. Room 118 T. C.

This course is basic for all singers, players, and music teachers. It gives practice in describing, in writing and orally, what is heard in music.

Prerequisite: Either Music 25-26 or the ability to write from hearing a simple phrase of music.

Music 21-22—Epochs in the Development of Music. Lectures with musical illustrations and recitals. 2 points each Session. Professor FARNSWORTH and Miss WIETHAN
Th., 4.10-5.30. Room 502 Horace Mann School

A survey of the history of music with reference to those events that affect our present musical interests giving (a) material and method for the teaching of history and appreciation of music in schools; (b) opportunity for an acquaintance with the art that shall serve as a basis for greater musical enjoyment.

Music 31—Sound as Related to Music. Lectures, excursions, and laboratory work. 2 points. Mr. Good, Mr. KRAFT, Professors Wood and WHITLEY

Tu., 2.10-5, Spring Session. Room 408 T. C.

A practical study of the physical basis of sound production and transmission and the application of physical principles to the typical musical instruments. The first hour will be devoted to class demonstration and discussion. The laboratory hours will include experiments in the physical laboratory, excursions to instrument factories, and special lectures on the physiology and psychology of sound interpretation.

Music 33-34—Introductory Harmony. 2 points each Session. Mr. KRAFT
M., W., F., 2.10. Room 118 T. C.

The aim of this course is to give practice in melodic invention and chord combinations expressed in simple constructive work. This work forms the basis for the study of musical theory in the public schools.

Prerequisite: Music 13-14.

Music 42—Musical Literature. 2 points. Professor FARNSWORTH and Miss WIETHAN

Tu. and Th., 3.10, Winter Session. Room 502 Horace Mann School

The aim of the course is to give (a) information about the origin, structure, and manner of production of the various types of musical composition; (b) practice in listening to music and writing about what is heard as an aid to better appreciation. The work is done in connection with the many unusual opportunities New York City offers for hearing music. Students should plan to attend at least one first-class concert per week.

§ 91 **Music 43-44—Applied Harmony.** 2 points each Session. Mr. KRAFT

Tu. and Th., 3.10. Room 118 T. C.

This course is an application of tone thinking and the knowledge of chord structure gained in Music 13-14 and 33-34 to the harmonic problems that arise in the teaching of public school music. Some ability is required to analyze by ear as well as by sight and to do constructive work both at the keyboard and the blackboard.

Prerequisite: Music 33-34.

Music 65-66—Chorus Singing and Conducting. 2 points each Session. Mr. KRAFT

Tu., W., Th., 11. Room 118 T. C.

(a) Discussion of the means employed by the conductor in the interpretation of a composition; preparation of typical programs, giving reasons for choice and order of compositions; review of materials suitable for school choruses; the organization of instrumental music in schools and the arrangement of parts for best effect under given conditions.

(b) Practice in chorus singing, including singing in the choir; and conducting by members of the class.

Music 169-170—Musical Art. Lectures and illustrative work. 2 points each Session. Professor FARNSWORTH

Tu. and Th., 9. Room 502 Horace Mann School

An inquiry into (a) the nature of art and beauty and their relation to everyday living; (b) the character and place of music considered in the light of the preceding; (c) a study of conditions favorable for the better enjoyment of music. The work should serve (1) as a means for clarifying æsthetic and musical judgments and (2) as an aid to those giving courses in musical appreciation.

TECHNICAL COURSES

Voice

§ 91 **Music 15-16—Voice: First Year.** Individual work in groups limited to four. 2 points each Session

Section I: Miss DASCHBACH. Room 605 H. A.

In this section special groups are formed for kindergartners, practice being given in the music they are required to use

Hours to be arranged

Section II: Mr. JOLLIFFE. Room 706 H. A.

Hours to be arranged

Special fee \$20 for each Session. 2 points. Not charged at \$6 per point

Music 35-36—Voice: Second year. 2 points each Session. Miss DASCHBACH and Mr. JOLLIFFE

Hours to be arranged. Given in groups; under same conditions for hours and fees as for the same instructors in Music 15-16

Prerequisite: Music 15-16.

Music 55-56—Voice: Third year. 2 points each Session. Miss DASCHBACH and Mr. JOLLIFFE

Hours to be arranged. Given in groups; under same conditions for hours and fees as Music 15-16

Prerequisite: Music 35-36.

Music 75-76—Voice: Fourth year. 2 points each Session. Miss DASCHBACH and Mr. JOLLIFFE

Hours to be arranged. Given in groups; under same conditions for hours and fees as Music 15-16

Prerequisite: Music 55-56.

Music 95-96—Voice. 2 points each Session. Mrs. MEHAN

Hours to be arranged by adviser. Instruction at Mrs. Mehan's studio

Special fee \$100 for each half-year. 2 points. Not charged at \$6 per point

Piano

Music 27-28—Piano: First year. 2 points each Session. Mrs. ZERBE-COWL

Requires at least six hours' practice a week

(a) Individual work in groups limited to four. Once a week at hours to be arranged. Room 118 T. C.

The work presents the technique of playing, sight-reading, accompanying and drill in methods for concentration and practice, requiring, as a result, the ability to play at least a half dozen pieces from memory. A section will be arranged for students specializing in music for gymnasias; and another section for those training for accompanying.

(b) Class lessons: once a week, combining all groups. Tu., 1.10, and other hours to be arranged with the instructor

Special fee \$20 each Session. 2 points. Not charged at \$6 per point

The work includes ear training, interpretation, with examples by both students and instructor. Analyses and estimates are made of a large number of pieces.

Music 37-38—Piano: Second year. 2 points each Session. Mrs. ZERBE-COWL

This course is a continuation of Music 27-28 with especial reference to the literature of the piano. Individual work in groups at hours to be arranged with the instructor.

Class lesson: W., 1.10. Room 118, T. C.

Fee for 37-38 same as in Music 27-28

Music 57-58—Piano: Third year. 2 points each Session. Mrs. ZERBE-COWL

Individual work in groups. Room 118 T. C.

Fee for 57-58 same as in Music 27-28

A course in accompaniment and introductory ensemble playing.

Music 57x—Ensemble Playing. 2 points

Music 67-68—Piano: Fourth year. 2 points each Session. Mrs. ZERBE-COWL

Individual work in groups. Room 118 T. C.

Fee for 67-68 same as in Music 27-28

A course in advanced technique and interpretation of piano music, including modulation, improvisation, and ensemble playing. This course is a continuation of Music 57-58.

Music 67x—Advanced Ensemble Playing. 2 points

Piano practice—Fee for use of piano is \$4 per half-year for six hours or less per week. Only students registered in Teachers College for at least 12 points per Session and with major work in music will be assigned to piano rooms. Arrange hours at the office of Practical Arts

Organ

Music 19-20—Organ. 2 points each Session Mr. FOWLER

Milbank Chapel. Hours to be arranged

Individual work in groups limited to four

Special fee \$30 for each half-year. Not charged at \$6 per point

Before entering these courses, students will be expected to pass an examination in elementary piano-playing.

Music 29-30—Organ. 2 points each Session Mr. LAMOND

Special fee \$45 for each half-year. Not charged at \$6 per point

Organ: Third and fourth years may be arranged. Mr. LAMOND

Organ practice—Fee for use of pipe-organ is 25 cents per hour for not less than twenty hours in a half-year. Arrange hours at the Office of Practical Arts

Violin

Music 39-40—Violin: First year. 2 points each Session. Mr. STOWELL

Hours to be arranged. Room 603 H. A.

Individual work in groups limited to four. Requires three students to form a group

Special fee \$30 for each half-year. Not charged at \$6 per point

The work in this course includes a good position for scales in all keys, bowing, exercises, studies, solos, and special work in the development of good tone, together with ensemble and sight-reading classes.

Music 49-50—Violin: Second year. 2 points each Session. Mr. STOWELL

Hours, groups, and fee for 49-50 same as in Music 39-40

This course includes the study of the violin as begun in Music 39-40. The work includes the scales of three octaves, études, and solos in all positions, ensemble and sight-reading classes.

Violin: Third and Fourth years may be arranged for advanced students

Violin teaching, see Education 60 on next page

Music 69-70—Violoncello. 2 points each Session

Fee same as in Music 39-40

The work in this course includes a good position for scales in all keys, bowing, exercises, studies, solos, and special work for the development of good tone.

II—MUSIC EDUCATION

Professor FARNSWORTH, *adviser*

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In Music Education there are two lines of work, each of which is normally a program for the Junior and Senior years and based on the first two years of the General Curriculum with electives in music (see § 14), or its equivalent in other institutions of college rank:

A—TEACHING OF SCHOOL MUSIC

B—SUPERVISION OF SCHOOL MUSIC

Each of these leads to the degree of Bachelor of Science and a diploma in teaching or supervision. Graduate students may arrange work in either teaching or supervision

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in §-13, may apply for a certificate

Education A (4 points); Education B (4 points); and Education 2 or an approved substitute (4 points) are required in each major in Music Education. Education A and 2 should be taken in the Junior year, and B in the Senior year

A—Teaching of School Music

Education A, B, 2; 161-162—The Teaching of School Music (4 points); 162x, (2 points); Music 21-22—Epochs of the Development of Music (4 points); Music 25-26—Sight Singing (4 points); Music 13-14—Tone Thinking (4 points); Music 15-16—Voice Culture (4 points); Music 33-34—Harmony (4 points); Music 169-170—Musical Art (4 points); Music 31—Sound Production as Related to Music (2 points); Music 65-66—Chorus Singing and Conducting (4 points); Music 43-44—Applied Harmony (4 points); Speech 1-2—Voice and Diction (4 points); Music 42—Musical Literature (2 points); and electives approved by the adviser.

Special admission requirement: Musical ability and some technical skill with voice and piano.

B—Supervision of School Music

Education A, B, 2; 241-242—Philosophy of Education (4 points); Education 163-164—Supervision of School Music (4 points); Education 164x (2 points); together with electives recommended by the adviser.

Special admission requirement: The above major in Teaching of School Music, or its equivalent.

Music 31—The Laws of Acoustics (2 points); Music 21-22—Epochs in the Development of Music (4 points); Music 25-26—Sight-Singing (4 points); Music 33-34—Harmony (4 points); Music 13-14—Tone-Thinking (4 points); Music 42—Musical Literature (2 points); Music 169-170—Musical Art (4 points); Technical Work (18-22 points) Music 43-44—Applied Harmony (4 points); Music 65-66—Chorus Singing and Conducting (4 points); and such other courses as may be approved by the adviser to make a total of 60 points.

COURSES IN MUSIC EDUCATION

Education 60—Teaching the Violin and Ensemble Playing. 2 points. Mr. STOWELL

F., 8.15-9.50 p.m. Spring Session

Observation, practice teaching and playing with reports and discussions. First hour: Study of the methods and principles of violin teaching, beginning with the first grade. Second hour: Practice in ensemble playing for purposes of instruction.

Education 87-88—Piano Teaching. Lectures, demonstration work and practice under supervision. 2 points each Session. Mrs. COWL Lecture, Th., 4.10. Second hour to be arranged in connection with practice teaching.

Prerequisite or parallel: Music 57-58.

Education 161-162—The Teaching of School Music. Lectures and practical work. 2 points each Session. Miss LATHAM

Class work, Tu. and Th., 2.10

This course gives (a) a knowledge of the music to be used and the method employed in teaching from the kindergarten through the sixth grade—choice rote songs are learned and sung in the class and practice is given in how to teach them; (b) practice in teaching, in suburban schools, including observation of lessons to children.

Prerequisite: Education 2 or equivalent; prerequisite or parallel: planning and giving lessons under guidance. Music 13-14; Education 2.

Education 162x. Practical work supplementary to above course. 2 points. Hours to be arranged before registration. Graduate students should register for this course under the title Education 283 if taken in the Winter Session or 284 in the Spring Session; 2 points. General conferences F., 4.10

Education 163-164—Supervision of School Music. Lectures and practical work. 2 points each Session. Professor FARNSWORTH

M., 10-11.50

This course includes a discussion of what is meant by thinking and studying as applied to music; of the principles that should guide in planning music courses for schools; of methods for applying such principles from the first grade through the high-school. Observation and discussion of music teaching in the practice school as well as in schools in and about New York City are also included.

Text-book: Farnsworth's *Education Through Music*.

Education 164x. Practical work supplementary to 163-164. 2 points
Hours to be arranged with Mr. Kraft, critic teacher

Education 363-364—Practicum in the Teaching of School Music.
3 points each Session. Professor FARNSWORTH
Hours to be arranged

This course consists of investigations of the historical and psychological problems underlying the teaching of music, presented in discussions and papers. Open only to graduate students.

Education 181—School and Community Festivals. See §41

Attention is also called to the following related courses in other parts of the University open to qualified students registered in the School of Practical Arts with a major in Music Education. Permission must be obtained from the adviser and the Committee on Instruction:

C. U. Music 1-2 and 3-4—History of Music; 7-8—Harmony; 9-10—Advanced Harmony and Elementary Form; 11-12—Counterpoint; 13-14—Composition and Orchestration; 15-16—Orchestral Instruments and Their Uses; 31-32—University Orchestra; eX2—University Chorus; 101-102—Advanced Composition and Orchestration; 103-104—Orchestration and Symphonic Form

SPECIAL AND EXTENSION COURSES IN MUSIC

Announcement of special and extension courses in Music will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University

SUMMER SESSION COURSES IN MUSIC, 1918

§ 93

Education s161a—The Teaching of School Music. 2 points. Miss CURRY

Education s161b—Demonstration in the Teaching of School Music. Elementary Materials and Practice. 2 points. Miss CURRY

Music s15—Voice Culture. 2 points. Mr. JOLLIFFE

Music s17—Piano Technic and Interpretation. 2 points. Miss MACDONALD

Music s25—Sight-Singing and Melodic Dictation. 2 points. Mr. KRAFT

Music s65—School Chorus Singing and Conducting. 2 points. Mr. KRAFT

SPEECH

§ 94

Speech 1-2—Voice and Diction, Introductory. Lectures, class exercises, and individual practice. 2 points each Session. Professor LATHAM and assistant

Section I: W. and F., 9

Section II: Tu. and Th., 9

(1) Breathing, carrying tone, distinct utterance; correction of individual faults; a practical study of phonetics leading to standard pronunciation of English and to a working knowledge of the facts of speech necessary for teaching primary reading and for intelligent correction of faults of utterance.

(2) A study of the elements of vocal expression: pitch, inflection, time, etc.; practice in speaking with notes and without notes; effective use of the voice in teaching and lecturing.

Speech IA. 2 points. A brief course similar to Speech 1-2, for students unable to take the complete course

Section I: S., 10-11.50, Winter Session

Section II: Tu. and Th., 10, Spring Session

Section III: W. and F., 10, Winter Session

Section IV: Tu. and Th., 8, Spring Session

Speech 3-4—Story-telling and Reading, Introductory. Lectures, practice, criticism, and recitals. 2 points each Session. Professor LATHAM and assistant

Section I: W. and F., 11

Section II: Tu. and Th., 4.10

In the first half of the course, the principles of selection, study, and presentation are considered; the literature used is that suited to the interests of little children; the work is adapted to the needs of beginners and the teachers of beginners.

In the second half of the course, the principles of criticism and style of rendering are studied; the literature is suited to older children and adults; original story making is encouraged; opportunity is given for practice before larger groups of students and friends.

Speech 3A. 2 points. A brief course similar to Speech 3-4, for students unable to take the complete course

Section I: Tu. and Th., 10, Winter Session

Section II: S., 10-11.50, Spring Session

Speech 51-52—Reading and Speaking, Advanced. Lectures, practice, criticism, and recitals. 2 points each Session. Professor LATHAM W. and F., 1.10

This course is open to students who have had Speech 1-2, 3-4, or similar courses.

In the first half of the course: the principles of vocal expression are studied; practice in reading essays, prose fiction, and epic poetry is required; opportunity is given for individual recital in the class and before larger groups.

In the second half of the course: dramatic and lyric reading and speaking are studied; opportunity is given for program recitals.

Education 167-168—Teaching of Speech (Oral English). Lectures, practical demonstration, reports. 2 points each Session. Professor LATHAM and assistant

Not given in 1918-19

Study of the nature and value of the various speech exercises in schools; observation of lessons; discussion of methods of teaching story-telling, oral reading, phonetics, voice, recitation from memory, educational dramatics, and oral composition; practice.

Prerequisite: Education A and Speech 1-2, or equivalent courses.

Prerequisite of parallel: Education B and Speech 3-4, 51-52, or equivalent courses.

Education 182—Dramatization. 2 points. Professor LATHAM and others

Section I: W. and F., 10, Spring Session

Section II: S., 9-10.50, Spring Session

This course is given to meet the rapidly increasing demand for guidance in the selection and use of material for original dramatic exercises in schools and social centres. Simple plays will be made and acted. The work of the class will be done in small groups interested in similar problems, and the special aims of the individual student will be considered in the practical work as far as that can be done without sacrificing the necessary attention to certain basic principles of dramatic expression.

Education 181—School and Community Festivals. See under Education § 41

SUMMER SESSION COURSES IN SPEECH, 1918

Education 5182—Dramatization. Professor LATHAM and others

Speech 51—Voice and Diction. Professor LATHAM and assistant

Speech 53—Story-telling, Introductory. Mrs. HALLOCK

NURSING AND HEALTH

Professors NUTTING, GOODRICH and STEWART, *advisers*

§ 95

In Nursing and Health there are seven major lines of work. The first six are open only to graduate nurses. The seventh (Public Health) is open to any candidates for the Bachelor's Degree. Students taking courses in preparation for entrance to Schools of Nursing will register under Major VI

I—TEACHING IN SCHOOLS OF NURSING

II—ADMINISTRATION OF SCHOOLS OF NURSING

III—PUBLIC HEALTH NURSING

IV—SCHOOL NURSING

V—EDUCATION AND SUPERVISION IN PUBLIC HEALTH NURSING

VI—NURSING (GENERAL)

VII—PUBLIC HEALTH

Requirements for Graduate Nurses—Candidates for the degree of Bachelor of Science with a diploma in Nursing and Health must fulfil the following general requirements: English, 12 points; a modern language, 6 points; history, 6 points; science 8 points with the subjects outlined in any one of the following majors and additional approved work of college grade to make a total of 124 points. Previous professional work in approved nurse's training schools is accepted as part of this requirement the number of points credit depending on the length of the course and the subjects covered.

Students who are unable to complete the requirements for a degree or diploma, but who can meet the conditions stated in § 13, may apply for a certificate. For those who have not had satisfactory previous experience in these fields, a year of practical work will be required before the certificate is granted.

A small number of mature students of high professional qualifications who are unable to meet the full educational requirements may be admitted to selected courses as non-matriculated (see § 7) students. They are not eligible for a certificate, but may obtain from the Registrar an official statement of the courses completed.

Students in applying for admission should specify the length of time they expect to devote to study at Teachers College.

Requirements for students entering for the regular Nurses' Training and for the Bachelor of Science degree: An arrangement has been made with the Presbyterian Hospital, New York City, by which a limited number of students who have completed two years of work in an approved college, normal school, or technical school may enter for the regular three years of professional training in nursing and at the same time qualify for the Bachelor of Science degree of Columbia University. Such students must meet the requirements in English, history, and language outlined above and must also complete 32 points of prescribed work in Teachers College. This work will be carried on concurrently with the hospital training, the student being in residence in the hospital during the whole or main part of this period.

A special program of work will be arranged for high-school graduates who wish to enter for the five-year curriculum leading to the Bachelor of Science degree and the nursing diploma, or for those who may wish to strengthen their work in social and scientific subjects preparatory to entering any hospital nursing school.

For further details regarding the combination of college and nursing courses, apply to the department of Nursing and Health.

The following programs are planned for the Junior and Senior years:

I—Teaching in Schools of Nursing. Professors NUTTING and STEWART, *advisers*

The following program of study is designed to prepare qualified nurses for positions as teachers and assistants in Schools of Nursing:

Education A (4 points); Education 2 (4 points); Education B (4 points); Education 170—Teaching of Nursing, Principles and Methods (2 points); Education 170—Teaching in Schools of Nursing (2 points); Education 171x—Teaching Practice (2 points); Chemistry 3—Elements of Chemistry (4 points); Biology 53—Applied Biology (4 points); Biology 57—Elementary Microbiology (2 points); Hygiene 75—Sanitary Science (2 points); Nursing 21-22—History of Nursing and Contemporary Problems (4 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points), and recommended electives.

II—Administration of Schools of Nursing. Professors NUTTING and GOODRICH, *advisers*

§ 96

The following program of study is designed to prepare women of superior educational and professional qualifications and experience for positions as Superintendents in Schools of Nursing:

Education A (4 points); Education 2 (4 points); Education B (4 points). Education 171—Teaching in Schools of Nursing (2 points); Education 173—Administration in Schools of Nursing (2 points); Education 174—State Relation to Nursing Education (2 points); Education 179—Current Problems in Nursing Education (2 points); Nursing 21-22—History of Nursing and Contemporary Problems (4 points); Hygiene 75—Sanitary Science (2 points); Nursing 83-84—Hospital Administration (4 points); Administration 61—Institution Planning (2 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points), and recommended electives.

III—Public Health Nursing. Professor NUTTING, *adviser*, assisted by Miss HUNSON

The following program of study is designed to prepare qualified nurses for positions as visiting nurses in city or rural districts, as tuberculosis and infant welfare nurses; as sanitary inspectors and welfare workers in shops and factories; as social service nurses in hospitals; or as board of health assistants:

Nursing 21-22—History of Nursing and Contemporary Problems (4 points); Nursing 41—Principles of Public Health Nursing (2 points); Nursing 42—Fields of Public Health Nursing (2 points); Nursing 44—Medical Inspection and School Nursing (2 points); Nursing 45—Control of Communicable Disease (2 points); Hygiene 75—Sanitary Science (2 points); Hygiene 76—Industrial Hygiene (2 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points); Administration 5—Home Economics for Family Visitors (2 points); School of Philanthropy 1-2—Introduction to Social Work (2 points), and recommended electives.

IV—School Nursing. Professor NUTTING, *adviser*

The following program of study is designed to prepare qualified nurses for positions as school nurses and assistants in medical inspection:

Education A (4 points); Education 2 (4 points); Education B (4 points). Nursing 21-22—History of Nursing and Contemporary Problems (4 points); Nursing 41—Principles of Public Health Nursing (2 points); Nursing 44—Medical Inspection and School Nursing (2 points); Education 176—Teaching of Health Principles (2 points); Education 184—Educational Hygiene (2 points); Nursing 45—Control of Communicable Disease (2 points); Hygiene 75—Sanitary Science (2 points); Nutrition 1—Food Economics (2 points); Administration 5—Home Economics for Family Visitors (2 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points); School of Philanthropy 1-2—Introduction to Social Work (2 points), and recommended electives.

V—Education and Supervision in Public Health Nursing. Professor NUTTING, *adviser*

The following program of study is designed to prepare qualified nurses for positions as superintendents, teachers, and supervisors in

Schools of District Nursing, and as organizers and supervisors of school nursing and other public health activities which are predominantly educational in their nature:

Education A (4 points); Education 2 (4 points); Education B (4 points).
Education 176—Teaching of Health Principles (2 points); Education 176x—Teaching Practice (1 point); Education 178—Organization and Supervision in Public Health Nursing (2 points); Nursing 21-22—History of Nursing and Contemporary Problems (4 points); Nursing 41—Principles of Public Health Nursing (2 points); Nursing 44—Medical Inspection and School Nursing (2 points); Nursing 45—Control of Communicable Disease (2 points); Hygiene 75—Sanitary Science (2 points); Hygiene 76—Industrial Hygiene (2 points); Hygiene 77—Public Health Administration (2 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points); Administration 5—Home Economics for Family Visitors (2 points); School of Philanthropy 1-2—Introduction to Social Work (2 points); and recommended electives.

VI—Nursing (General). Professors NUTTING and STEWART, *advisers*

The following program of study is designed for students who wish to take the professional training in a regular hospital nursing school and at the same time qualify for the Bachelor of Science degree:

Biology 4—Human Biology (or an approved course in anatomy and physiology) (4 points); Biology 57—Elementary Microbiology (2 points); Chemistry 3—Elements of Chemistry (4 points); Hygiene 75—Sanitary Science (2 points); an approved course in general psychology (2 points); Nursing 21—History of Nursing (2 points); Nursing 22—Contemporary Professional Problems (2 points); Social Science 89-90—Modern Social Problems and Social Legislation (4 points) together with the theoretical and practical work prescribed by the Presbyterian Hospital School of Nursing. Additional electives for the final year will be chosen according to the special branch of nursing work which the student intends to follow.

VII—Public Health

Students who wish to give special attention to problems of public sanitation may elect Practical Science (see §108) as a major in the Junior and Senior years and arrange programs with Professor BROADHURST, *adviser*

NOTE—Courses in this department, with the exception of Nursing 3, 5, 7, and 105, are intended for graduate nurses only. In certain cases, students who are definitely preparing for nursing work may be admitted to selected courses with the consent of the department.

COURSES IN NURSING AND HEALTH

§ 97 **Nursing 3—Physical Care of Infants and Small Children.** Lectures, demonstrations and readings. 2 points. Dr. KENYON

Section I: M., 3.10-5, Winter Session. Repeated as

Section II: Spring Session

Section III: Tu., 10-11.50, Winter Session. Repeated as Section IV, Spring Session

Sections II and III require fifteen students each

Presents the theory and practice of the care of infants and small children, in a series of lectures and demonstrations. The following topics will be treated: the basis in physiological knowledge for the rational care of the child; the physical care of the infant and child, presenting in turn such topics as the daily regime of the infant, food, sleep, bathing, clothing; the child, from the third to the sixth year, nursery, clothing, food.

Observation in a day nursery will be arranged for those desiring it.

Nursing 5—Home Nursing and First Aid. Lectures, demonstrations, and laboratory practice. 2 points. Miss HAWKINSON

Section I: Th., 2.10-5, Winter Session. Repeated as

Section II, Spring Session

Section III: F., 2.10-5, Winter Session. Repeated as

Section IV, Spring Session

Instruction in domestic emergencies and first aid, and in simple procedures in the home care of the sick. It includes such topics as the treating of bleeding, wounds, fractures, sprains, fainting, convulsions, shock, asphyxiation, and poisoning, caring for the sick when the professional services of a nurse are not required, including care in colds and other slight indispositions; care of children and aged; simple sick room procedures and food for the sick.

Prerequisite: Biology 4.

Nursing 7—Occupations for Invalids. Lectures and laboratory work. 2 points. Miss COLLINS

W., 3-10-6, Spring Session. Not given unless fifteen students apply

Deals with occupations—hand-work, plays, games, etc., as a method of treatment in illnesses of various kinds. It discusses the psychological, social, economic, and medical bearings of the subject, the relation of the patients' mental and physical limitations to kinds of occupation prescribed, the relation of sex, age, former employment, etc., to the interests and capacities of patients, and the important factors of cost, wage-earning possibilities, and general environment, in the organization of occupational work in private homes or institutions. Certain projects will be worked out in paper, leather, reed, cane, cord, wood, metal, and other materials.

Nursing 21-22—History of Nursing and Contemporary Problems. Lectures, reading and reports. 2 points each Session. Professors NUTTING and STEWART, and special lecturers

§ 98

Nursing 21:

Section I: Tu. and Th., 2.10, Winter Session

Section II: M. and W., 2.10, Spring Session

Nursing 22: Tu. and Th., 2.10, Spring Session

Takes up the historical development of nursing under monastic, military, and secular control, traces the rise and growth of an educational system, with its results in the hospital and the community, and considers the present status of nursing schools with relation to hospitals, to medicine, and to public health. The organization of the professional field, educational and social developments, associations, affiliations, and State regulation are considered.

Nursing 41—Principles of Public Health Nursing. Lectures, conferences and field work. 2 points. Miss HUDSON

Section I: M., 2.10; Tu., 9 (for field work), Winter Session

Section II: Tu., 2.10; Th., 9 (for field work), Spring Session

Intended to give a general grasp of the problems in nursing to be met in families where there is sickness with poverty; the measures to be followed in various types of families, to preserve unity, to relieve immediate needs, and to teach hygiene, preventive methods, and the handling in the home of acute, chronic, or contagious illness. The relation of the district nurse to the physician, the health authorities, the public school, the hospital, and the various other co-operating agencies, municipal and philanthropic, will be considered.

Nursing 42—Fields of Public Health Nursing. Lectures, conferences and field work. 2 points. Miss JOHNSON and others

F., 2.10 and 9 (for field work), Spring Session

The principles of public health nursing are here applied to the more specialized fields of infant welfare work, tuberculosis nursing, industrial welfare, and rural nursing. Methods of organizing and conducting such branches of work will be discussed and opportunity will be given for studying a few of the more characteristic types in operation. The co-ordination of all these and other activities in the community through health centers and health districts will also be considered.

Nursing 43—Hospital Social Service. Lectures, conferences, and field work. 2 points. Miss JOHNSON

M., 3.10; F., 9 (for field work), Winter Session

This course deals with the history, aims, organization, and administration of social work in hospital and dispensaries. It studies the practical handling of individual problems, the agencies with which the social service bureau co-operates and the methods of record keeping. The duties of committees and the province and training of volunteer workers are considered, and also the relationship of the bureau to the medical and nursing departments of the hospital. Observation and field work in hospital social service departments will be provided.

Nursing 44—Medical Inspection and School Nursing. 2 points. Dr. BAKER

F., 3.10; Tu., 9 (for field work), Spring Session

Deals with school nursing in its relation to public health and the education of the child. It discusses the history of school nursing, its development under health and educational authorities, its relation to medical inspection and to district nursing organizations. It deals with the supervision of the child in the school, and in the home when excluded from the school, the relationship between the school and the home, and the instruction of mothers and of children. The preventive aspects of carefully organized school work, the technique of school nursing, typical forms of organization and special methods adapted to rural and small communities. Reports, statistics, equipment and appliances, etc., are considered in detail. Milk stations and their management are included. Opportunity for practice and observation is provided in the schools of New York.

Nursing 45—Control of Communicable Disease. 2 points. Dr. HAYNES

F., 2.10-4, Winter Session

This course, designed for nurses in public health work, deals with the methods of application by nurses of modern scientific medical knowledge in the prevention of disease. It considers the causes of prevalent communicable disease, such as tuberculosis, typhoid fever, scarlet fever, diphtheria, and the venereal diseases, showing the prevailing measures for prevention and methods of control and care. It also discusses certain important but less common diseases, such as small-pox, etc.

§ 99

Nursing 64—Materia Medica and Therapeutics. Lectures, demonstrations and laboratory work. 2 points. Miss PARKER

Tu. and Th., 9, Spring Session. Not given unless fifteen students register

This course includes a discussion of drugs, their sources, crude forms, and preparation, with laboratory demonstrations; proper methods of administration with physiological, therapeutic, and tonic action; their dosage, cost, and care; practical problems in weights and measures, and in the preparation of solutions. This course is designed for those who intend to teach the subject in schools of nursing.

Nursing 66—Human Anatomy. Lectures, demonstrations, and laboratory work. 2 points

F., 2.10-5, Spring Session. Room 423 T. C.

Not given unless fifteen students apply

This course is intended for nurses who are expecting to teach anatomy in nurses' training schools. It supplements the work in Biology 53, laying special emphasis on regional anatomy, the gross anatomy of the bony and muscular systems, visceral anatomy, and the distribution and location of the more important blood vessels, lymphatics and nerves.

Nursing 82—Supervision in Hospitals and Training Schools. Lectures and conferences. 2 points

Tu. and Th., 10, Spring Session

An introductory course designed for teachers and supervisors who require a general knowledge of organization and administration in hospitals and training schools. It deals with the relation of departments to each other, and with the ordinary problems of management and supervision; with the arrangement of practical training of student nurses, the proper coordination of theory and practice, and the preparation of records and reports.

Nursing 83—Principles of Hospital Administration. Lectures and field work. 3 points. Miss BELL

M. and W., 3.10; F., 2.10-5, Winter Session

This course considers the general problem of hospitals, their relation to the community and its needs, their organization and general administration; the functions of trustees and committees; the staff of officers, and their relations to medical and nursing education; the general organization of departments, including dispensaries, clinics, and social service, their mutual problems and relationships.

The particular problems of hospital housekeeping, the furnishing and equipment of wards and other departments; organization of service in each, duties, salaries, and conditions of life and work province and duties of heads of kitchens, laundries, linen and supply rooms, and the handling of goods, linen, household and surgical supplies, are considered in detail.

Nursing 86—Practical Problems in Hospital Housekeeping. Class and laboratory work. 1 point if taken in connection with Education 170 or Nursing 82. Miss PARKER

W., 10-11.50, Spring Session

The purpose of this course is to apply modern scientific principles and methods to the housekeeping problems of the hospital, particularly those concerned with the cleaning and care of equipment, furnishings, floors, etc., and with the selection, cost, and use of common hospital supplies. The course is intended for those who are preparing to teach and supervise nurses in training schools.

Nursing 105—Health Problems for Religious and Social Workers. Lectures and demonstrations. 2 points. Dr. KENYON and Professor STEWART

W., 1.10, and F., 1.10-3, Spring Session

This course is designed to meet the needs of home and foreign missionaries, and others engaged in similar forms of social and religious work. It will discuss the more essential principles of sanitation as applied to the home and community, the recognition of common evidences of disease and general principles of prevention, the physical care of babies and older children, and the simpler measures of nursing care and first aid which may be employed by amateur workers.

Nursing 121-122—History of Nursing. Lectures and conferences. 2 points each Session. Professors NUTTING and STEWART

\$ 100

Hours to be arranged

This course is intended for graduate students who wish to make a more extended study of certain phases of nursing history.

Nursing 144—Nursing in Relation to Municipal Health Work. 2 points. Dr. BAKER

F., 4.30, Spring Session

This course is intended to give properly qualified graduate students an opportunity for the more detailed study and investigation of special phases of milk station and infant welfare work, school nursing, the control of communicable disease, and other nursing activities in the municipal health field.

Education 170—Teaching of Nursing Principles and Methods. Lectures, observations and lesson plans. 2 points. Professor STEWART

Tu. and Th., 11, Spring Session

This course is intended for those who are to teach practical nursing. It discusses the aims and standards of such teaching, the scientific principles involved in the nursing care of the patient, the selection and arrangement of subject-matter, the planning of lessons, and demonstrations, methods employed in securing efficiency and skill in technique, the equipment of class rooms, and the use of reference books, illustrative material, and other teaching helps.

Education 170x—Nursing Practice. Observations, demonstrations and practice in nursing procedures. 1 point supplementary to above course

M., 10-11.50, Spring Session

Education 171—Teaching in Schools of Nursing. Lectures and conferences. 2 points. Professor STEWART

Tu. and Th., 11, Winter Session

This course deals primarily with the curriculum of the nursing school, outlining the aims to be achieved through the course of study, the selection and arrangement of subjects in the curriculum, the general content of each, the special methods of teaching suitable in the various subjects, the selection and use of text and reference books, and other teaching facilities. Students will observe several classes in the teaching of pupil nurses.

Education 171x. 2 points. Observation and practice work, supplementary to above course. Hours to be arranged

Education 173—Administration in Schools of Nursing. Lectures, conferences, observations, and written work. 2 points. Professor NUTTING

M. and W., 3.10, Spring Session

This course deals with the problems of training school organization in connection with hospitals of various types or under other forms of government. It considers the essentials in nature and variety of hospital service, in administrative and teaching staff, and in equipment for the maintenance of educational work. It deals with the general problem of training school management; the qualifications, personality, and training of superintendent or principal; her general duties and responsibilities on the administrative side; the arrangement, control, and supervision of practical work in wards or other hospital departments; the appointment and direction of assistants and ward staff.

Prerequisite or parallel: Education A.

Education 174—State Relation to Nurses' Education. Lectures and conferences. 2 points. Professor GOODRICH

Not given in 1918-19

This course deals with the problems of training schools for nurses as a part of the general system of education, with hospitals of various types as fields for training, and with their affiliations for educational work. It considers legislation and registration for regulation of standards; the organization and duties of examining boards; methods of supervision and inspection.

Education 176—Teaching of Health Principles. Lectures, observation and practical work. 2 points. Miss HUDSON

M. and W., 11, Spring Session

This course for public health nurses takes up the teaching of home and personal hygiene, child care and feeding, home nursing and first-aid, etc., to groups of mothers, young girls, and school children, as well as to individuals in their homes. It discusses the material for such classes, its sources, arrangement, and special problems of presentation, giving special attention to the problem of the immigrant mother and the teaching of heterogeneous groups through suitable illustrative material.

Prerequisite: Education A.

Education 176x—Teaching Practice. 1 point, supplementary to above course

Hours to be arranged

Education 177—Training of Public Health Nurses. Lectures, reports, and observations. 2 points.

Not given in 1918-19

This course will present the methods so far as they have been developed of training nurses for the various fields of public health work. It will consider the material available for fundamental work in hospital training schools and will study the resources and methods of other institutions in which courses of study and practical training have been established.

Education 178—Organization and Supervision in Public Health Nursing. Lectures, conferences, and observations. 2 points. Miss CRANDALL and special lecturers

M., 2.10, Spring Session

This course deals with the practical problems of organization and supervision in the various forms of public health work in which large groups of nurses are brought together. It considers these problems as they relate to visiting nurses' associations; to the divisions of nursing in state and city departments of health or of school nursing in departments of education. The direction and development of such work, the duties of superintendent, supervisors, and staff, questions of support and status, and relationships with other organizations are presented.

Education 179—Current Problems in the Education of Nurses. Lectures, readings and reports. 2 points. Professor NUTTING

Not given in 1918-19

This course deals with special problems in education peculiar to training schools for nurses. It discusses their economic status, cost of maintenance, tuition fees, allowances, scholarships and loan funds. The questions of entrance requirements, credits, hours of practical work, health and social aspects of student life and other present day problems are considered.

Education 371-372—Practicum in Nursing. 2 points each Session.
Professor NUTTING

M., 2.10

This course, open only to graduates, provides for detailed study of the special problems of associations, organization, and legislation in relation to educational work in nursing—the movements, social and otherwise, affecting the curriculum, the various branches of professional work in institutions and in municipal service.

Hygiene—See courses in Sanitary Science. Industrial Hygiene, and Public Health Administration announced under Hygiene, § 47

Social Science 87—Principles of Modern Social Work. 2 points

W., 2.10-4, Winter Session

Requires fifteen students

This course, which is equivalent to School of Philanthropy 1-2, provides a general survey of social disabilities, outlines the effects of these on family and individual welfare and discusses the general principles and methods of prevention and relief. It illustrates the case method of handling typical problems of social disability and discusses the standard of living in relation to relief, the work of various types of social agencies and the coördination of these agencies in working out a constructive social program.

SPECIAL AND EXTENSION COURSES IN NURSING AND HEALTH

Announcement of special and extension courses in Nursing and Health will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University.

SUMMER SESSION COURSES IN NURSING AND HEALTH, 1918

Nursing s3—Physical Care of Infants and Small Children. 2 points. Dr. KENYON

Nursing s5—Home Nursing and Emergencies. 2 points. Professor STEWART and Miss HUDSON

Nursing s41—Public Health Nursing. 2 points. Miss HUDSON and special lecturers

Education s170—Teaching of Nursing Principles and Methods. 2 points. Professor STEWART

Education s172—Administration of Schools of Nursing. 2 points.

Education s176—Teaching of Health Principles. 1 point in connection with Nursing s41. Professor STEWART

Education s178—Organization and Supervision in Public Health Work. 1 point in connection with Nursing s41.

Social Science s88—Principles of Modern Social Work. 2 points. Miss LEAL

PHYSICAL EDUCATION

Professor WOOD, *adviser*; Miss SANFORD, *associate adviser*

§ 101

In Physical Education there are three major lines of work:

A—TEACHING OF HYGIENE AND PHYSICAL EDUCATION

B—SUPERVISION OF PLAYGROUNDS

C—SUPERVISION OF HYGIENE AND PHYSICAL EDUCATION

The work in A and B may be included in four-year programs (124 points) leading to the degree of Bachelor of Science, and a diploma. Graduate work may also be arranged in these lines. The work in supervision is open only to graduate students.

A—Teaching of Hygiene and Physical Education

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language. History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14) to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: Physical Education 5-6, 9-10, 55-56, 57-58, 59-60, 65-66

Four-year students who intend to register for Physical Education as a professional major in the Junior and Senior years are recommended to plan a program of studies as follows: *First year*: English A, History A, Biology 4, Hygiene A, Chemistry 3 or Physics 1, Music 27-28, Speech 1-2, Physical Training A, and other electives. *Second year*: English B, French A, or German A, Speech 3-4, Physical Education 5-6, Cookery 1, 3, Nursing 5, Physical Training B, and other electives.

Third and Fourth Years

Education A (4 points): Education B (4 points); Education 2 (4 points). Education 189-190—Theory and Practice of Teaching Physical Education (6 points); Education 183-184—Educational Hygiene (4 points); Physical Education 5-6—Applied Anatomy (4 points); Physical Education 9-10—Junior Practice and Methods (8 points); Physical Education 55-56—Applied Physiology (4 points); Physical Education 57-58—Normal Diagnosis and Anthropometry (4 points); Physical Education 59-60—Practice (8 points); Physical Education 65-66—Kinesiology and Corrective Gymnastics (4 points); Education 187-188—Hygiene of Childhood and Adolescence (4 points).

B—Supervision of Playgrounds

For the Bachelor's degree and a diploma in this line, the program of the above major (A) in the Junior and Senior years will be modified by the adviser so that special attention may be given to playground problems.

C—Supervision of Hygiene and Physical Education

*Special admission requirements: Bachelor's degree; successful experience in teaching, and familiarity with the introductory courses required for the diploma in the Teaching of Hygiene and Physical Education (see A above).

Required courses. Education 411-412—Criticism and supervision of instruction. Education 389-390—Practicum in Hygiene and Physical Education. Other courses recommended by the adviser.

COURSES IN PHYSICAL EDUCATION

Hygiene A—Personal Hygiene. Open only to women. Lectures, recitations, reading, and reports. 2 points. Professor WOOD, Miss DREW, Miss DANIELL, and Miss BUCKLEY

Section I: Tu. and Th., 1.10, Winter Session

Section II: Tu. and Th., 1.10, Spring Session

This course considers fundamental facts and principles concerning the human body in relation to health and general efficiency. The topics include: prevention of disease; treatment of emergencies; improvement of health by hygienic means; and relation of right living to personal character, conduct, and to social ethics.

Physical Training A1-A2. For women. 2 points. Miss YUNCK and assistants § 102

Section I: W. and F., 9. General gymnastics, games, etc.

Section II: Tu. and Th., 9. General gymnastics, games, etc.

Section III: M. and W., 11. Folk dancing

Section IV: M. and W., 2. Folk dancing

Section V: Tu. and Th., 4-10. For Freshmen preparing for the major in Physical Education

No other combinations permitted

The work of this course is arranged with reference to the needs of the individual student as indicated by the physical examination and study of personal tendencies. The hygienic, corrective, and educative effects of exercises are sought in the arrangements of movements. The exercises include those with and without apparatus: gymnastics drills, games, rhythmic exercises and swimming.

Physical Training B1-B2. For women. 1 point each Session. Miss YUNCK and assistants

Sections I and III are required for Sophomores preparing for the major in Physical Education. Such students should register for 1 point for each section

Section I: Tu. and Th., 2.10. Folk dancing

Section II: Tu. and Th., 10. Folk dancing

Section III: M. and W., 4.10. General gymnastics

Section IV: Tu. and Th., 4.10. Athletics

This course continues the training begun in Physical Training A, increasing the variety of movements and developing the skill of the student in rhythmic exercises and games.

Hygiene A and Physical Training A for Men—Men in the Freshman class of the School of Practical Arts should register for Columbia College Physical Education A1-A2 (3 points) A3 or A 4 (1 point), as a substitute for Hygiene A and Physical Training A

Hours to be arranged

Physical Training B for Men. Sophomore men should register for Columbia College Physical Training 1-2 (2 points) in place of B

Hours to be arranged

Physical Education 1-2—Elementary Practice for Women. 1 point each Session § 103

Section I: Tu. and Th., 4.10. Room 255 Thompson

Section II: M. and W., 5.10

The work of this course is arranged with reference to the needs of the more mature students who wish the simpler forms of exercise. These include gymnastic exercises and games, swimming and elementary dancing.

Physical Education 3-4—Advanced Practice for Women. 1 point each Session. Miss YUNCK

M. and W., 3.10. Room 256 Thompson

This course is arranged to give practice in dancing to students who have already had two years' college training or its equivalent.

Physical Education 5-6—Applied Anatomy. Lectures, demonstrations, and recitations. 2 points each Session. Miss DREW

Section I: Tu. and Th., 3.10. Room 252 Thompson

Section II: Tu. and Th., 5.10. Room 252 Thompson

This course deals with the structure of the human body from the standpoint of education. Particular attention is given to the anatomy of growth and development.

Physical Education 9-10—Junior Practice and Methods. One lecture and eight periods of practical work each week. 4 points each Session. Miss COLBY, Miss FROST, Miss MARCH, and Mr. HOLM

- a. Lecture, M., 11
- b. Folk dancing and methods, Tu., W., F., 10
- c. Natural gymnastics, clubcraft and swimming, Tu. and Th., 11; Th., 10
- d. Formal gymnastics and methods, M. 10 and Th., 9 (Optional).

a. and b. are open to men

a. The lecture treats the dance as a form of art and presents the evolution of the dance-drama and the relation of the dance to other arts of movement. The meaning of the dance is studied in relation to its origin and place among primitive people.

b. The practice work in dancing follows the evolution of the dance through national dancing and includes a knowledge of the rhythms of the dance. In methods a study is made of the presentation of dance material and practice is given in the handling of classes.

c. The practice in natural gymnastics includes the natural movements involved in games, dancing, and athletic activities and provides practice in the technique of club activities for boys and girls in city and country. Instruction in the use of various forms of apparatus is included. Thorough instruction is also provided in swimming and life-saving.

d. The practice and methods in formal gymnastics is optional and provides training and methods in formal types of exercises for those who may be required to teach such gymnastics of conventional and formal types.

Physical Education 11-12—Practice for Men. 3 points each Session

Hours to be arranged, University Gymnasium

One lecture and six hours of practical work each week

The lecture will be devoted to consideration of athletics, games, and gymnastics from the standpoint of the teacher of physical education. The practical work will include participation in games, swimming, and work in the gymnasium, with particular emphasis for the individual student upon work in which he has previously had least training. Students will be given as much opportunity as possible to assist in various phases of practical work.

Physical Education 54—Games, Folk Dancing, and Corrective Gymnastics. 2 points. Miss FROST and Miss DREW

M., W., F., 10, Spring Session. Requires fifteen students.

This condensed course is designed for school nurses and others who are interested in helping to introduce simple and wholesome forms of recreation into schools and communities. Certain physical defects common among school children will also be discussed and corrective exercises demonstrated. The work will include theory and practice in dramatic games, games of skill, simple folk dancing and corrective gymnastics.

Physical Education 154—Recreation Work in Social Centers. 2 points. Miss COLBY and Miss FROST

M., W., F., 10, Spring Session

Requires fifteen students

This condensed course is planned for social and religious workers who expect to direct recreation activities in social centers. It will consist of one hour lecture and two of practical work. The lecture will take up the theory of selection of suitable material and discussion of methods of handling various groups.

Physical Education 55-56—Applied Physiology. Lectures, recitations, and laboratory work. 2 points each Session. Dr. VANKLEECK and Miss MARCH

Tu., 2.10; Th., 1.10-3. Room 251 Thompson

This course deals with the fundamental facts and principles of physiology and is designed to familiarize the student through demonstrations, laboratory methods, and practical experiments, with the effects of different kinds of activity upon the various physiological systems of the body, with especial reference to the problems of hygiene and physical education.

Physical Education 57-58—Normal Diagnosis and Anthropometry. Lectures and laboratory work. 2 points each Session. Dr. VAN KLEECK and Miss MARCH

§ 104

M. and W., 1.10. Room 252 Thompson

The purpose of this course is to give the student a working knowledge of the variations of the normal types of the human organism; to consider methods for determining conditions of the organs of the body. The course will include the following: recording of personal and family history; its value, its interpretation in relation to heredity, environment and health; anthropometry; its methods of making general health examinations, including special methods for examining ears, eyes, circulatory and respiratory system, spine, and feet.

Students will have practical experience in all of the different methods and procedures studied, including practical work in school inspection.

Physical Education 59-60—Advanced Practice. One lecture and eight periods of practice each week. 4 points each Session. Miss COLBY, Miss MARCH, Miss FROST, Miss YUNCK, Mr. HOLM, and Miss DABNEY

- Lecture, Th., 9
- Dancing and swimming, Tu. and Th., 3; M., 10
- Natural gymnastics, clubcraft, methods and athletics, Tu. and Th., 10; M., 3
- Formal gymnastics and methods, Tu., 9; Th., 11 (optional)

a. The lecture includes the discussion of material for club activities, methods of organizing clubs, and problems of administration.

b. The dance practice includes advanced folk and national dancing, and practice in the interpretation of and composition of dances. Advanced instruction in swimming, life saving, and aquatic games will be provided.

c. The instruction in natural gymnastics includes a continuation of the natural functional forms of activity involved in games, dancing, athletics, and dramatic activities which may be adapted to practice of technique and the arrangement of drills. Particular attention will be given to practice of activities in clubcraft for boys and girls, with special attention to scouting. Athletic instruction is included in practice and coaching of games such as basket-ball, hockey, indoor baseball, hand ball, bowling, field and track athletics.

The methods hour is given to the consideration of material for the elementary school with reference to the psychological development and needs of the child. This is to include games, athletics, and dances. The idea is to bring out the progression necessary in the different materials as preliminary to the building of a curriculum.

d. Instruction in formal gymnastics and methods is elective. This will involve study and practice of formal exercises and types of apparatus included in syllabi and courses of study of city and state systems of physical education.

Physical Education 61-62—Advanced Practice for Men. 3 points each Session

Hours to be arranged, University Gymnasium

One hour of conference and discussion and six hours of practice work each week.

The hour of lecture conference, and discussion will provide for consideration of professional problems of teaching, coaching, umpiring, and supervision of athletics, games, field days, and athletic meets. The various professional problems of physical education for colleges, universities, normal schools, and high schools will be considered.

The practice will include the fullest participation under supervision in the professional phases of physical education outlined which may be afforded by the University and by the many opportunities afforded by New York City and surroundings.

Physical Education 64—History of Physical Education. Lectures, collateral reading, reports, and discussions. 2 points

Not given in 1918-19

This course deals with the following topics: bodily activities and play of primitive man; physical education among the different civilized races before and during the Middle Ages with particular attention to the Greeks and Romans; modern movement and development of national systems of physical education in Sweden, Germany, and England; present progress in this field of education in the United States and in the different European countries, with a comparison of the different so-called "systems" of physical training; principles underlying the science of physical education.

Physical Education 65-66—Kinesiology and Corrective Gymnastics. Lectures and practice. 2 points each Session. Miss DREW

M., 9; M. and W., 4.10. Room 252 Thompson

This course deals with the principles and mechanisms of bodily movements. The following topics are considered: importance of posture in relation to the health of the body and to the efficiency of different movements; effects of various exercises upon the tissues and organs of the body. It also presents in a practical way faults of posture commonly found in growing children. Lateral curvature of the spine, round shoulders, and weak, flat feet will be studied. Students will practice individual corrective work with groups of children under supervision, and opportunity will be given for voluntary work or observation of some of the hospital clinics in the city.

Physical Education 65a. Lectures on Kinesiology. 1 point each Session. Miss DREW

S., 10. Room 252 Thompson

Physical Education 177-178—The Dramatic Game. Theory and practice. 2 points each Session. Miss COLBY

Tu. and Th., 5.10. Room 256 Thompson

This course takes up fundamental play rhythms and music; interpretation through characterization and development of plot; the study of dramatic and singing games, showing their historical and racial significance; the development of simple folk dances from singing games; trade dances; Indian dances; pantomimes and ceremonies. The aim is to show the relation of this material to the psychological development of the child.

The course includes assigned reading, note books, and original constructive work. The material is suitable for use in the first six grades.

This course is intended for Juniors and Seniors.

Physical Education 295-296—Problems in Hygiene and Physical Education. Open only to graduate students. 3 points each Session. Professor Wood and others

Conference hours and other hours to be arranged with the associate adviser before registration

Physical Education 295x-296x. Supplementary to 295-296. 3 points each Session. Open only to graduate students. Professor Wood and others

Conference hours and other hours to be arranged before registration

Education 183-184—Educational Hygiene. Lectures, collateral reading, demonstration, and reports. 4 points. Professor Wood

M. and W., 2.10. Room 164 Thompson

Education 183 takes up health education with special reference to the needs and work of teachers. This course deals with hygiene and sanitation, considering the range and distribution of the material in this field for the needs of the individual and as a basis of health instruction. In the professional side of the course, students prepare typical lessons for health teaching of various types and present some of these to the class in the form of practice teaching. Students have experience also in the preparation of courses of study in the field of health education.

Education 184 deals with various phases of school hygiene. The chief topics of the course are: the place and scope of school hygiene in education; the physical organization and comparative development of the child; health examinations of children; control of communicable diseases in schools; discovery and treatment of chronic health defects; school sanitation; the hygiene of instruction; principles of health education with a brief review of materials and methods taken up in detail in the Winter Session; physical education with discussion of the various types of motor activities involved in the physical education of children of different ages and different types; application of principles of hygiene and physical education in the special education of abnormal and exceptional children.

Education 185-186—Play and Playgrounds. Lectures, required reading, and observation. 2 points each Session. Mr. GIBNEY § 105
M. and W., 5.10. Room 164 Thompson

This course is intended for men and women who are preparing for work in recreation systems and playgrounds. The following topics are considered: Modern theories of play—its physical, mental, moral and social significance; municipal recreation; play activities adapted to various periods of development; the modern play movement—its history and future; rural recreation; commercial recreation.

Education 186x. Practical work in connection with 185-186. 2 points. Hours to be arranged before registration

The practical work will include singing games, simple folk dances, gymnastic and competitive games, and games of skill.

Education 187-188—Hygiene of Childhood and Adolescence. Lectures, reference reading, discussions, and reports. 4 points. Professor Wood

Lecture S., II. Room 164 Thompson
Conferences, S., 12

Education 187 deals with the following topics: the principle of projected consciousness as applied in the nurture and education of children; brief review of organic evolution, heredity and prenatal influence; consideration of eugenics; application of biologic principles in care of infancy and childhood; relation of physical welfare to other values in the life of the child.

Education 188 deals with the following topics: significance and value of the lengthened period of immaturity in the human species; adolescent development with normal and abnormal characteristics; sex development with the direct and indirect influences upon the individual at various stages of growth; mental and emotional hygiene; education of the instincts and emotions; education for parenthood involving sex-hygiene and sex-education, with other factors.

Education 189-190—Teaching of Hygiene and Physical Education. Lectures and discussions. 2 points each Session. Professor Wood and assistants

Tu. and Th., 4.10. Room 164 Thompson

In the class work the following topics will be presented: scope of physical education and school hygiene; relation of physical education to education in general; material and methods involved in health examinations—hygienic care of pupils—medical inspections—supervision of school sanitation and hygiene of instruction—teaching of hygiene in schools—teaching and supervision of motor activities involved in physical education; problems of organization and administration; physical education in the elementary school; relation between the social occupations of the child and activities in the gymnasium; presentation of rational technic of the various forms of activity.

Education 190x—Practical work in connection with 189-190. 2 points. Hours to be arranged with Miss COLBY. Graduate students should register for this course under the title Education 283 if taken in the Winter Session or 284 in the Spring Session. General conferences, F., 4.10

Education 193-194—Dramatic Expression in Physical Education. 2 points each Session. Miss COLBY and Madame ALBERTI

W. and F., 3.10. Room 253 Thompson

This course aims to give Physical Education students and others an understanding of and appreciation for the art side in Physical Education and the relation it bears to the sister arts—Music and Literature. The course will consider the correlation of motor activities with the subject-matter of the grades

and will show such material as folk and interpretative dances, pantomime, mimetic exercises of sports and games, marches and drills can be used in developing the dramatic instinct of the child and also the place such activities have in the dramatization of poems, fairy stories, short pantomimic plays, and in the organization of festivals. The subject-matter will be studied from the viewpoint of construction and the principles involved in the technique of production.

Physical Education 198—Practice in Club Activities for Children and Adolescents. 2 points

Not given in 1918-19

This course is intended to give the practical training required by club leaders and supervisors. Emphasis will be placed on the practical work with boys and girls in demonstration school, playground, gymnasium, Horace Mann Field, and other model camps. All of the activities and forms of clubcraft will be employed in the practice course.

§ 106

Education 389-390—Practicum in Hygiene and Physical Education. 3 points each Session. Professor WOOD

Hours to be arranged before registration

This course will deal with special problems in physical education and hygiene. Training will be given in methods of investigation and a report will be required for each student.

Kindergarten 109-110—Experimental Playground. 1 point each Session. Miss RANKIN

S., 10

For description, see School of Education Announcement

Education 181—School and Community Festivals.

See § 41

Scouting and Scoutcraft. See School of Education Announcement

OTHER COURSES IN HYGIENE

See under Hygiene (§ 47) and Biology (§ 36)

SPECIAL AND EXTENSION COURSES IN PHYSICAL EDUCATION

§ 107

Announcement of special and extension courses in Physical Education will be made in the Announcement of Extension Teaching, which may be obtained from the Secretary of Columbia University.

SUMMER SESSION COURSES IN PHYSICAL EDUCATION, 1918

Physical Education s1—Hygienic Gymnastics. 1 point.* Miss HOSFORD

Physical Education s5—Applied Anatomy of the Muscular and Nervous Systems. 2 points

Physical Education s9—Calisthenics and Gymnastics. 2 points. Mr. FETTE

Physical Education s10a—Gymnastics for Women. 1 point.* Miss MARCH

Physical Education s10b—Calisthenic and Gymnastic Drills. 1 point.* Mr. MASON

Physical Education s11—Folk and National Dances, Elementary. 1 point.* Miss FROST

Physical Education s12—Folk and National Dances, Intermediate. 1 point.* Miss FROST

Physical Education s13—Folk and National Dances, Advanced. 1 point.* Miss WESTON

Physical Education s14a—Swimming for Women. 1 point.* Mr. HOLM

Physical Education s14b—Swimming for Men. 1 point.* Mr. PETERSON

* Credited only when taken in connection with any other one-point course in physical education.

Physical Education s15—Gymnastic Marching. 1 point.* Mr. MASON

Physical Education s16a—Athletics for Women (Track and Field Events). 1 point. Mr. WARDLAW

Physical Education s16b—Athletics for Women (Practice of Games). 1 point.* Mr. WARDLAW

Physical Education s16c—Athletics for Women (Coaching of Games). 1 point.* Mr. WARDLAW

Physical Education s17—Observation and Practice in the Demonstration Playgrounds. 1 point. Miss HOSFORD and Miss RANKIN

Physical Education s56—Physiology of Exercise. 2 points. § 107
Mr. FETTE

Physical Education s58—Normal Diagnosis. 2 points. Miss MARCH

Physical Education s60c—Coaching of Baseball. 1 point.* Mr. WARDLAW

Physical Education s60d—Coaching of Basketball. 1 point.* Mr. WARDLAW

Physical Education s63—Dances Suitable for Boys. 1 point.* Miss FROST

Physical Education s65—Kinesiology. 2 points. Mr. MASON

Physical Education s66—Corrective Gymnastics. 2 points. Miss LARSON and assistant

Physical Education s71—Advanced Dancing. 2 points. Miss COLBY

Physical Education s77—The Dramatic Game. 1 point.* Miss COLBY

Physical Education s72—Playground Games. 2 points. Miss HOSFORD

Physical Education sZ—Social Dancing for Men and Women. No credit. Miss WESTON and assistants

Kindergarten s107—Plays, Games and Drama for Young Children. 2 points. Mrs. McLEAN

Education s239A—The Dramatic Arts in Education. 1 point. Mrs. McLEAN

Hygiene 172—Personal Hygiene. 2 points. Professor WILLIAMS

Education s185—Fundamentals of Playground and Recreation Work. 2 points. Mr. FETTE

Education s189—Teaching of Physical Education. 2 points. Professor WILLIAMS, Miss COLBY, Miss WESTON and Mr. WARDLAW

Education s191—Administration of Physical Education. 2 points. Professor WILLIAMS

Education s192—Teaching of Hygiene in the Elementary School. 3 points. Miss REESOR

Education s193—Dramatic Expression in Physical Education. 2 points. Madame ALBERTI and Miss COLBY

Education s195—Principles and Methods of Recreational Leadership. 2 points. Professor RICHARDSON

Education s195C—Principles and Practices of Scouting and Scoutcraft. 2 points. Dr. FRETWELL and others

Education s195D—Scout Executives' Course. 2 points. Mr. STETSON, Dr. FRETWELL, and others

Public Lectures—Special Problems in Physical Education. No credit. Professor WILLIAMS, Mr. COOP, Miss COLBY and Miss REESOR

* Credited only when taken in connection with any other one-point course in physical education.

PRACTICAL SCIENCE

§ 108 Professor BROADHURST, *adviser*, with the co-operation of Professors BIGELOW, WOOD, and ROSE.

The major in Practical Science is open to juniors and seniors who in their previous work have completed general courses in science (biology, chemistry, and physics recommended) and who wish to prepare (a) for technical work in some line of science applied to practical arts, or (b) for teaching practical science in schools which include practical arts. The chief opportunities for specialization are household biology, hygiene and bacteriology, household chemistry and physics, and nutrition.

Required program of studies for the degree of Bachelor of Science:

GENERAL COURSES (see § 14): English A and B, 6 or more points in modern language, History A or B, Hygiene A, 8 points in Science (§ 14), Physical Training A and B, and other general courses (see § 14), to make a total of 45 points. At least 36 points of general courses should be completed in the Freshman and Sophomore years.

TECHNICAL COURSES: At least 45 points to be elected with the approval of the adviser. The following are recommended: Biology 3, 4, 57, Chemistry 1-2, 31, 51, Nutrition 71, Physics 1, 2, Hygiene 75 or 76, and other courses according to specialization in: (a) applied biology, (b) applied chemistry and physics, (c) hygiene (including public health), (d) nutrition.

ELECTIVES: to complete 124 points

Any courses announced under Biology, Chemistry, Geography, Hygiene, Nutrition, or Physics, may be taken in the technical or elective groups.

Students who expect to teach any phase of practical science in schools which emphasize practical arts should in the third and fourth years elect Education A, 2, and B (total 12 points).

FELLOWSHIPS, SCHOLARSHIPS AND GRANTS

Teachers College awards annually a number of fellowships, forty or more scholarships, and a number of grants for foreign research, all, except where special announcement is made to the contrary, open to men and women.

Fellowships and Research Scholarships

A special Fellowship Fund, of not less than four thousand dollars, is assigned annually at the discretion of the Faculties to Fellows and Research Scholars; the normal assignment to a fellowship being five hundred, that to a research scholarship two hundred and fifty dollars. Any unexpended balance in the Fellowship Fund may be assigned to graduate students under the regulations that obtain for the award of graduate scholarships.

The competition is open to all applicants who are qualified to become candidates for the higher degrees and diplomas and who give evidence of special fitness to pursue courses of advanced study and original investigation in the various fields of education, including practical arts education. The term of each fellowship is one year, dating from July 1, residence beginning at the opening of the academic year in September. In the event of a vacancy from any cause, the Faculties may fill such vacancy for the unexpired term in the same manner in which original appointments are made. A Fellow may be reappointed at the end of a year for reasons of weight. No Fellow may be appointed for more than two terms of one year each.

All Fellows are required to pursue their studies at this University during the term of their fellowship unless permission be granted them by the Faculties to study elsewhere. Every holder of a fellowship is expected to perform such duties as may be allotted to him in connection with his course of study, which must be one leading to a Master's or a Doctor's degree with a major in education. He will be expected some time during the academic year to give evidence of his progress by the preparation of an essay, the completion of a research, the delivery of a lecture, or by some similar method.

All stipends of Fellows are paid in ten equal installments, two installments being paid at the beginning of each half-year. The holder of a fellowship is required to pay all established fees. No Fellow is allowed to accept remunerative employment except by permission of the Dean, and the acceptance of any such employment, without such permission, shall operate to vacate the fellowship. In case of the failure of any Fellow to fulfil faithfully the obligations imposed upon him by the fellowship to which he has been appointed, he shall forfeit all privileges and emoluments conferred upon him by such fellowship, and the Faculties may at any time declare the fellowship vacant.

Applications for fellowships must be addressed to the Secretary of Teachers College, prior to March 1 preceding the academic year for which the appointment is desired, on blank forms which may be obtained from the Secretary.

The application must present evidence:

(a) of an academic training of a liberal character, preferably with one or more testimonials from officers of educational institutions previously attended;

(b) of decided fitness for undertaking original research in the field of education, such as a written or printed example or record of professional work already performed; and

(c) of upright character, such as a testimonial from a former instructor.

The Grace H. Dodge Fellowship (open to women only), of the annual value of five hundred dollars, established in 1914 in memory of Miss Dodge, is awarded by the Faculties of Teachers College. The educational standard required of applicants is the same as for other fellowships, but the holder may have the privilege of pursuing either graduate or professional courses in any department of the College.

National Headquarters Girl Scouts offers a fellowship of five hundred dollars for the academic year 1918-1919, available for study in the field of education in Teachers College; to be awarded by the Dean. The candidate must present evidence of interest in education and allied subjects, of an all-round developed character, of ability to develop practical educational activities for girls, and of promise of successful leadership in scouting for girls. The recipient of the fellowship shall devote herself unreservedly to study and practical work, and her program shall include not less than sixty hours of volunteer field work.

As soon as the awards are determined, a statement of the result is sent to each applicant.

Graduate Scholarships

Eight or more graduate scholarships, each of the annual value of one hundred and fifty dollars, for the term of one year, are awarded on the same general conditions as the fellowships. They may be renewed for a second term of one year in case the holder gives evidence of superior ability. In case any scholarship is not awarded in any year, or in case any scholarship becomes vacant, an additional scholar may be appointed to fill such vacancy. Teachers College Graduate Scholars are required to enroll themselves as candidates for a diploma and a higher degree with a major in education, and pursue a regular course of study leading thereto; and to perform such College duties, including proctoring in examinations, as may be assigned.

Stipends of scholars are paid in equal semi-annual installments, on the opening day of each half-year. Scholars are required to pay all established fees.

Applications for scholarships should be addressed to the Secretary of Teachers College, prior to March 1 preceding the academic year for which the appointment is sought, on blank forms which may be had on application. An applicant for a fellowship who is unsuccessful may allow his original application to remain on file as an application for a scholarship. As soon as the awards are determined, a statement of the result is sent to each applicant.

Foreign Research Fund

Teachers College established in 1910 a Foreign Research Fund to aid competent students in investigating special phases of education in foreign countries. In general this fund of one thousand dollars annually will be divided among several students so as to pay the extra cost of traveling and residence abroad.

Recipients of grants will work under the direction of the professors in charge of Comparative Education. They will be required to submit the result of their investigations in a form suitable for publication.

Applications for grants from this fund should be made on blanks to be obtained from the Secretary of Teachers College and to be returned to him for consideration by the Faculties on or before December 1 annually. Awards will be announced on or before December 15.

Recipients of grants should be prepared to start for Europe by the first of February, following.

(Grants from this fund are suspended during the war.)

Undergraduate and Special Scholarships

The following undergraduate and special scholarships are awarded annually. Applications should be made in the same manner as for graduate scholarships, on blank forms provided by the Secretary of the College, to be returned for consideration prior to March 1 preceding the academic year for which the appointment is sought.

1. The "Tileston Scholarship" (undergraduate), of the annual value of one hundred dollars, founded in 1891 by Mrs. Peter M. Bryson.
2. The Fine and Industrial Arts Alumni Scholarship, contributed by the alumni of the departments of Fine Arts and Industrial Arts; awarded (for the academic year 1918-1919) on the recommendation of the heads of the departments concerned.
3. The "Pond Scholarship" (undergraduate), of the annual value of seventy-five dollars, founded and endowed in 1895 by Mrs. Frank Porter.
4. The "Charlotte Louisa Williams Scholarship" (open only to women), of the annual value of one hundred and fifty dollars, founded and endowed in 1897 by Mrs. Peter M. Bryson and Miss Grace H. Dodge.
5. The "Earl Scholarship" (open only to men), of the annual value of one hundred and fifty dollars, founded and endowed in 1897.
6. The "Hoadley Scholarship," of the annual value of one hundred and twenty-five dollars, founded and endowed in 1899.
7. The "Runyan Scholarship," established in 1910, from the income of a fund given in memory of Mary Duncan Runyan, professor of Kindergarten from 1897 to 1905.
8. The Livingston Scholarships, from a fund of the annual value of five hundred dollars, given (from 1917 to 1919) by Mr. Cleveland H. Dodge; awarded by the Dean to foreign students, preferably missionary workers.
9. The "Delta Sigma Alumnae Scholarship," of the annual value of seventy-five dollars, given since 1910 by the Delta Sigma Alumnae Association; awarded annually by the Dean.
10. The "Caroline Scholarship," in Domestic Science, of the annual value of two hundred dollars, founded and endowed in 1903 by Miss Caroline Phelps Stokes.
11. Practical Arts Scholarships, from a fund of the annual value of one thousand dollars, awarded annually by the Faculty of Practical Arts.
12. The "Helen Hartley Jenkins Scholarship," of the annual value of two hundred and fifty dollars, given since 1910 by Mrs. Helen Hartley Jenkins; awarded annually by the Dean.
13. The "Army and Navy Scholarship," founded by the Society of the Daughters of the Cincinnati in 1906; awarded annually to the daughter of an officer of the regular army or navy of the United States, preferably of "Cincinnati" ancestry, upon the written nomination of the Society of the Daughters of the Cincinnati, attested by its seal and the signature of its President and Secretary. Provided that: In case this Society should fail to nominate a candidate on or before September 1, in any year, the Faculties shall have power to assign the scholarship to any properly qualified daughter of an officer of the regular army or navy of the United States. This Scholarship carries with it, besides free tuition in all or any of the courses offered by Teachers College, or by Columbia University in its behalf, an income of two hundred and eighty dollars.

14. The "Margaret Hoe Scholarship," of a value equal to the income of a fund of five thousand dollars, given by Mr. and Mrs. Richard M. Hoe; awarded annually by the Dean.

PRIZES

Prize of the Colonial Dames

A prize of fifty dollars in gold and a silver medal are awarded annually by the Society of Colonial Dames to that student of Teachers College who presents the best essay on a topic connected with the colonial history of America. Papers must be presented to the head of the department of History on or before April 20. The topics are publicly announced several months in advance.

Prize of the United Daughters of the Confederacy

A prize of one hundred dollars is awarded annually by the United Daughters of the Confederacy to that student of Teachers College who presents the best essay on a topic connected with the activity of the South before or during the war between the States. Papers must be presented to the head of the department of History on or before April 20. The topics are announced several months in advance.

Caroline Phelps Stokes Prize

A prize of \$40, to be known as the Caroline Phelps Stokes Prize, is awarded annually for the best essay upon the rights of man by a student who has been regularly enrolled in Columbia College, or Barnard College, or Teachers College, as a candidate for an academic degree for not less than one academic year.

COLLEGE LOAN FUNDS

Ruth Loan Fund

A fund known as the Ruth Loan Fund was established in 1896, to enable students in the later years of their courses to supplement means already at their command. Its advantages are usually open only to students who are already in residence. The amount loaned to any student in a single year averages \$75 and is never more than \$100. The student is required to give a note for the amount borrowed, payable at some definite time with interest at two per cent.

Applications should be made personally or in writing to the Controller of Teachers College.

General Loan Fund

A General Loan Fund, established by the Trustees of the College in 1897, and augmented by the graduation gifts of the classes of 1906, 1908, 1910, 1911, 1912, 1913, 1914, and 1916, is administered in the same way as the Ruth Loan Fund.

Applications should be made personally or in writing to the Controller of Teachers College.

The Mary Schenck Woolman Loan Fund

This loan fund was established in 1912 by the former students and colleagues of Mrs. Woolman, in recognition of her long service in Teachers College. It is open to students in residence in the School of Practical Arts, who must have temporary financial help and who intend subsequently to enter the department of Household Arts Edu-

cation, and to students in residence in the department of Household Arts Education. The student is required to give a note for the amount, payable at some definite time, with interest at two per cent.

Applications should be made to the Controller of Teachers College.

Nursing and Health Loan Fund

The Nursing and Health Branch of the Teachers College Alumni Association has established a loan fund to be used for regularly matriculated students in the second year of the Nursing and Health course. The regulations specify that not more than \$200 be loaned to any one student, that not more than \$400 be loaned in any one year, and that the loan be payable within a period of two years after leaving Teachers College, with interest at two per cent.

This fund was supplemented in 1914 by a gift from the Nurses' Club of Teachers College, the awards from which are made to senior students on the basis of promise of professional ability.

Applications should be made to the Controller of Teachers College.

BUILDINGS AND EQUIPMENT

Teachers College is situated on Morningside Heights, north of Central Park and between Riverside and Morningside Parks, occupying the block bounded by 120th Street, Amsterdam Avenue, 121st Street and Broadway, opposite the central campus of the University. The site commands views of both the Hudson and the Harlem Rivers. St. Luke's Hospital, the Cathedral of St. John the Divine, the Art School of the National Academy of Design, the Institute of Musical Art, and the Union Theological Seminary are in the immediate vicinity. The College is accessible from all parts of the city by the Broadway Subway to the Columbia University Station at Broadway and 116th Street; by the Sixth or Ninth Avenue elevated railroad lines to 116th or 125th Street; or by the surface lines on Amsterdam Avenue and on Broadway. The main entrance of the College is numbered 525 West 120th Street. The cable address of the College is "Teacol."

The buildings—five in number—are connected by corridors so that they form practically one building. The Main Building, erected in 1894, fronting on 120th Street, is devoted to general business offices (main floor); the laboratories, offices, conference, lecture, and class rooms of various departments of instruction (second and fourth floors); the Bryson Library with its connected rooms for reading and study (second and third floors); and science laboratories on the fourth floor. In a large room on the third floor is installed a laboratory of educational statistics, for the use of advanced students in education. The laboratory is fully equipped with modern calculating machines and statistical tables.

The Milbank Memorial Building, the gift of Mr. Joseph Milbank as a memorial to his parents, opened in September, 1897, contains the Memorial Chapel (first floor), and offices, laboratories, conference, lecture, and class rooms for a number of departments on the second, third and fourth floors.

The Macy Manual Arts Building, given in 1896 by Mrs. Josiah Macy as a memorial to her husband, is equipped for the departments of Fine Arts and Industrial Arts and contains a number of offices and large lecture rooms.

The Frederick Ferris Thompson Memorial Building, the gift of Mrs. Frederick F. Thompson, opened in 1904, adjoins the main building on the west, and contains, in addition to the offices, conference, laboratory,

and lecture rooms of the department of Physical Education, a large gymnasium and smaller exercise rooms, hand-ball courts, bowling alleys, shower baths, and a swimming pool for the women of the College and the pupils of the Horace Mann School.

The Household Arts Building, a gift of Miss Grace H. Dodge in memory of her mother, opened in 1909, adjoins the main building on the northeast and extends 150 feet along 121st Street, providing approximately an acre of floor space. The basement contains two laundry laboratories, and a laboratory for testing and experimental work. On the first floor are offices, lecture rooms, and the departmental library. The second floor has three large laboratories for instruction in Foods and Cookery, an experimental cooking laboratory, two dining-rooms, and necessary service rooms. The third floor is devoted to Textiles and Clothing, and includes four large studios for garment-making, dressmaking, and allied courses. The laboratories of Household Chemistry, Physiological Chemistry and Nutrition are on the fourth floor. The fifth floor has studios for Interior Decoration, Household Design, and Costume Design and Illustration, a Textile laboratory, and a Nutrition research laboratory. A flat-roof area of 2,000 square feet, accessible by elevator, is used for open-air classes of the Horace Mann Elementary School.

Adjoining the Thompson Building on the west is that of the Horace Mann School, the gift of Mr. and Mrs. V. Everit Macy, completed in 1901, and accommodating one thousand elementary and high-school pupils. It is a modern school building of the most advanced type, with an auditorium, a library, a gymnasium, a lunch room, offices for the departments of administration and instruction, and about forty conference, class, and recitation rooms. The exercise field is at 246th Street.

The Horace Mann School for Boys, a gift of the trustees and friends of the College, was opened in the fall of 1914. It is situated at 246th Street, west of Broadway, upon a plot originally acquired as an exercise field. The building is of the best construction, and fully equipped. The large field affords ample opportunity for the necessary sports and exercises of such a school throughout the academic year. The principal's residence, constructed at the same time, is near the school.

The building given by Mr. and Mrs. James Speyer for the Experimental School of the College, completed in 1902, is on Lawrence Street near Amsterdam Avenue, a five minutes' walk north of the College. It contains, besides offices, class-rooms, and laboratories for the accommodation of a junior high school of two hundred pupils, a library, a gymnasium and a model apartment.

The Lincoln School, the new experimental school of Teachers College opened in the fall of 1917, occupies a building at 646 Park Avenue, between 66th and 67th Streets. This building is a modern fire-proof structure, seven stories in height, which has been extensively remodelled to suit the purposes of The Lincoln School. Adequate playgrounds are provided near the school.

Whittier Hall, a ten-story fire-proof residence for women students, erected by a group of friends of the College in 1901, is now College property, and is fully described on page 137.

A section of the College grounds east of the main building, with a greenhouse, the gift of Mr. George Foster Peabody, is arranged for work in nature-study.

These special facilities of the College in buildings and equipment, representing an expenditure of more than four million dollars, are sup-

plemented by the facilities of other parts of the University, and by the many intellectual, artistic, historic, economic, social and religious opportunities of the city. Students are allowed special privileges by many institutions such as the Metropolitan Museum of Art, the National Academy of Design, the Art Students' League, the New York Public Libraries, the American Museum of Natural History, the Botanical Gardens, the Zoological Park, and the Aquarium.

TEACHERS COLLEGE SCHOOLS

In order to supplement its instruction in educational aims, curricula and methods, and to cultivate professional skill in meeting actual problems, Teachers College has developed as an integral part of its work the Horace Mann School and the Horace Mann School for Boys for observation and experiment, and the Speyer School for practice and experiment. These schools have a total enrollment of more than thirteen hundred pupils. In the fall of 1917 Teachers College added to its resources a third experimental school, known as The Lincoln School, which is conducted in co-operation with the General Education Board. Opportunity for observation in each of these schools and for discussion of the various problems which they present is open to all professional students in the College.

Horace Mann Schools

The main building of the Horace Mann School is adjacent to Teachers College. It includes the kindergarten, an elementary school of six years for boys and girls, and a high school of six years for girls. Two open-air school rooms are also maintained on the roof of the Household Arts Building, thus affording opportunity for experiments in this new field of teaching. The Horace Mann School for Boys is a country day school located in its new building near Van Cortlandt Park. The girls' high school offers programs of study both in preparation for college and for general education. The program of the boys' school primarily serves the needs of those who intend to enter college.

The Horace Mann Schools are constantly experimenting with different methods of instruction and with new types of curricula, and while meeting the formal requirements for college entrance, are thoroughly progressive.

Speyer School

The Speyer School has been reorganized as an academic junior high school under the Board of Education of New York City in co-operation with Teachers College. It will continue to be a school for experimentation, the problems now undertaken relating to the course of study and methods of teaching in the junior high school. The experimentation is giving special attention to the classification of pupils according to their mental ability, to the vitalization of the curriculum, and to a reduction in the time necessary to cover the curriculum through improved methods of instruction. Girls from the public schools receive instruction in household arts in the Speyer School laboratories under the direction of this department in Teachers College. The model apartment is used by the Hebrew Orphanage in co-operation with the department of household arts for an experiment in training high-school girls from an institutional home to live in smaller groups.

A more detailed description of the Horace Mann and Speyer Schools and their work is given in several publications for sale by the College Bureau of Publications. For a list of the instructors in these schools, see pp. 17-21.

The Lincoln School

In The Lincoln School an attempt is being made to organize a curriculum which emphasizes the interests and activities of actual life—social, civic, industrial, physical, intellectual, and ethical,—thus endeavoring to lead pupils to an appreciation of school work as organically connected with the interests of the home and community. Particular attention is directed to improvement of the ways and means of instruction and to the development of courses of instruction which are based upon the varied interests and activities of society. No subject matter is included in the courses of study merely because of traditional requirements, or merely for formal disciplinary ends, since it is desired to experiment with the theory that the best disciplines are secured through the use of materials which are in themselves related to common thought, use, and ideals.

The Lincoln School began its work on October 1, 1917, with an enrollment of 114 pupils, including both boys and girls, distributed throughout the first nine grades. In the first, second, and third grades, classes of approximately 20 each were admitted; and in the fourth, fifth, and sixth grades, a group of 17 pupils in these three grades was placed in one room as a combination grade group taught by one teacher. The junior high school grades seven, eight, and nine, have had 39 pupils. The plans for 1918-19 include full classes in all grades up to and including the tenth grade, the first year of senior high school. It is also planned to admit a few pupils on the eleventh year's work in order that they may serve to assist in the organization of courses to be given in the following year to a full class in the eleventh grade.

For a list of instructors in The Lincoln School see p. 22.

LIBRARIES

The Bryson Library of Teachers College

This library was founded by the late Mrs. Peter M. Bryson as a memorial to her husband. Including the two branch libraries in the Horace Mann and Speyer Schools, it contains 64,030 especially selected volumes, comprising works in English, French, German, and Latin on the history and philosophy of education, the theory and practice of teaching, school organization and administration, psychology, child study, sociology, fine arts, household arts, industrial arts, and physical education; several thousand reports of American and foreign state and city educational systems and special schools; a collection of 7,650 American text-books for all school grades; a collection of the text-books on all subjects taught in the schools of France and Germany, and many from other countries; and a collection of 700 volumes representing the historical development of books for children.

Although the main purpose of the library is to afford to students of education opportunities for research and advanced professional study, it also contains a selected list of general works on philosophy, history, music, literature, and science.

The Avery collection, presented and endowed by Mr. and Mrs.

Samuel P. Avery as a memorial to their daughter, Ellen Walters Avery, consists of about 2,350 volumes on literature, hymnology, music bibliography, and natural history. Most of these books are illustrated. The books on nature-study together with those in the regular library form one of the best working collections on the subject in the country.

The library serves also as a reading-room, and has on file over 340 of the leading French, German, English, and American periodicals, those bearing upon education being best represented. The annual additions to the library number about 3,000 volumes.

In addition to the collections described above, the Bryson Library has been since 1903 the repository from the main Library of the University of its entire collection of books bearing specifically upon the subject of education, a total of about 15,000 volumes.

The Reading Room of the School of Practical Arts is in the Household Arts Building. It contains a well-chosen technical library of over 7,850 bound volumes, on the subjects of industrial arts, including drawing, design, art-industries, woodworking and metalworking; household arts, including nutrition, dietetics, practical cookery, textile economics, history of costume, sewing, dressmaking and millinery, house design and decoration, household and institutional administration, hospital administration and nursing; social science; sanitation and health; and pamphlet collections of courses of study in elementary and secondary schools, normal schools and colleges.

The Library of Columbia University

Officers and students of Teachers College have the usual privileges of the main Library of the University, open each week day during the academic year from 8.30 A.M. to 10 P.M. The library contains 686,000 volumes, exclusive of unbound pamphlets and duplicates, and a collection of over 80,000 doctors' dissertations. The additions to the library average 30,000 volumes annually. Special mention may be made of its important collection of historical material for the study of American history, and its Avery Architectural Library, one of the most complete collections of its sort in the world.

The reference collection, in the general reading-room, consists of about 18,000 carefully selected reference books and standard editions of the most important works, representing the leading authors in all literatures.

Connected with the stacks in which are stored the books relating especially to the departments of Philosophy, Literature and Philology, the Sociological and Economic Sciences, Public Law, and History, are special study rooms open to authorized readers. This arrangement is intended to give to advanced students and investigators in these fields the fullest opportunity to carry on their work by the use of quiet rooms in the immediate vicinity of the complete literature of their subjects. For further information consult the *Readers' Manual* and *Library Rules*.

The Plimpton Library

Graduate students in Teachers College may, under reasonable restrictions, have access to the private library of George A. Plimpton, LL.D., for the purpose of investigating the history of education by means of early text-books. Dr. Plimpton has the largest collection of early printed arithmetics that has ever been brought together, and a larger number of mediæval manuscripts on the subject than can be

found in any other private library. His collection is also very rich in other early mathematical works and treatises on education, and it is quite unequalled in early geographies, readers, and Latin, Greek, and English grammars and dictionaries, as well as in books on rhetoric, logic, reading, spelling, and penmanship. The library has already been of great assistance to a number of graduate students in education, and it is proposed by Dr. Plimpton to make it even more serviceable. A catalogue of its rare arithmetics has been prepared under the direction of Professor Smith. From time to time Dr. Plimpton has loaned certain of his rare works for purposes of exhibit.

APPOINTMENT COMMITTEE

JAMES E. RUSSELL, LL.D., *Dean of Teachers College, ex-officio*
 WILLIAM A. MADDOX, Ph.D., *Assistant Professor of Education, Chairman*
 JAMES E. KEMP, E.M., *Professor of Geology*
 FRANK M. McMURRY, Ph.D., *Professor of Elementary Education*
 DAVID EUGENE SMITH, LL.D., *Professor of Mathematics*
 WILLIAM P. TRENT, LL.D., *Professor of English Literature*
 EDWARD L. THORNDIKE, Ph.D., *Professor of Educational Psychology*
 GEORGE D. STRAYER, Ph.D., *Professor of Educational Administration*
 ISABELLE L. PRATT, *Recorder*

The Appointment Committee recommends to school and institutional authorities who are seeking to fill vacancies, properly qualified candidates selected from present or former students. Recommendations are made and information furnished only upon the request of the authorities concerned. The Committee seeks to serve, without charge to either, the interests of both the students and the schools and institutions that may be in need of such aid.

Any student now or formerly registered in the University is eligible to enrollment with the Appointment Committee. Attention is called to the division of work between the Columbia University and the Teachers College Appointment Committees. The Columbia Appointment Committee (Mr. Levering Tyson, Secretary) accepts registration and makes recommendation for teaching positions in academic subjects in colleges or universities; also for positions in business, law, etc. The Appointment Committee at Teachers College accepts registration and makes recommendation for college and university positions in the teaching of education and in the field of practical arts; and for administrative, supervisory and teaching positions in normal, industrial, secondary and elementary schools and kindergartens, also in hospitals and similar institutions; that is to say, for any positions specific preparation for which is made in Teachers College.

All lines of educational work offer ample opportunity for specialization. The requisites of success are strength in ability, personality, and preparation. For men and women possessing these qualities in the highest degree the demand exceeds the supply. The general distribution of demands may be inferred from the following table giving totals of positions filled by students as they have left the College for the past seventeen years (1900-1917) and the same distribution for the past year (1916-1917):

Summary of Appointment Committee Reports, 1900 to 1917

	1900-17	1916-17
College and university positions.....	1,346	139
Normal school positions, including directors of training, instructors, and critics.....	972	77
Public school administration and supervision ¹	709	105
Secondary school teaching positions	2,536	205
Elementary school teaching positions.....	1,022	69
Kindergarten teaching positions.....	449	14
Household Arts, supervisors and teachers ²	2,311	336
Fine Arts, supervisors and teachers.....	434	40
Industrial Arts, supervisors and teachers.....	583	36
Physical Education, supervisors and teachers....	254	43
Music, supervisors and teachers.....	100	15
Nursing and Health ³	330	57
Miscellaneous	885	239
	<hr/> 11,931	<hr/> 1,375
Less names counted twice in the above tabulation	1,775	316
	<hr/> 10,156	<hr/> 1,059

The Appointment Committee renders assistance, wherever possible, to students who are obliged to defray part of their expenses while in college, by placing them in touch with such opportunities for part-time work as arise.

Communications should be addressed to the Chairman or to the Recorder of the Appointment Committee, Teachers College.

LIVING ARRANGEMENTS

University Dormitories

Detailed information concerning the University residences for men, the facilities and cost, may be obtained from the office of the Superintendent of Buildings and Grounds, Columbia University.

Whittier Hall

A hall of residence for the women students of Columbia University, known as Whittier Hall, erected in 1901 at an expense of over one million dollars, was presented to Teachers College in 1908.

The Directors of the Hall and their assistants are all women familiar with the needs of college students. The general administration of the house is in the hands of the House Director. The Director of the Dining-room is a trained dietitian of large experience. The Social Director of Teachers College lives in the Hall, and she and the Assistant Social Director, as housemothers, have supervision of the house life; the younger students, especially, being directly responsible to them. The Resident Nurse and her assistant, women of training and experience, have general charge of the physical welfare of the household, working in consultation with the Social Director, and under the advice of the College Physician.

¹ Includes superintendents and assistant superintendents of schools, principals and assistant principals of secondary, elementary, and industrial schools, and kindergartens.

² Includes supervisors and teachers of Domestic Science and supervisors and teachers of Domestic Art.

³ Includes administrative positions in hospital work.

The Hall adjoins Teachers College on the east. It is a fire-proof building, ten stories in height, especially designed and constructed for students' use. Every room is outside, and the arrangement is such that rooms may be rented singly or in suites of two or three. There is also a limited number of suites consisting of two rooms and private bath. The building is heated by steam and lighted by electricity. There is complete telephone and elevator service, and a system of shower, needle, and tub baths on each floor. The public parlors and reception rooms are on the main floor. The dining-rooms and restaurants are on the ninth floor and command extensive views over the city and the North and East rivers.

The rates for single furnished rooms in Whittier Hall are from \$310 upward, according to location. The rate for the majority of rooms is \$350. These rates include room rental for the academic year, holidays included, beginning before dinner on the day preceding the first day of registration in September and closing after breakfast on the day following commencement in June (see Calendar at the end of this Announcement) and also table board and plain laundry for one person during this period, except in the Christmas and Easter holidays. Payment is required in installments, viz., three-eighths on entrance, one-fourth on the first day of December, one-fourth on the first of February, and one-eighth on the first of April. No deduction is made for failure to occupy a room at the beginning or the end of the year, or for occasional absences, but in case a person is excluded from the Hall, or is obliged to leave on account of illness, rental will be charged only for the period of occupancy, at monthly rates.

Arrangements may be made, if desired, for board and laundry during the several vacations.

A deposit of \$10 is required of each applicant, and is retained until the end of the academic year, when it is returned less the amount assessed for unusual damage to room or furniture.

A descriptive circular with diagrams will be sent to any address on application to the House Director of Whittier Hall, 1230 Amsterdam Avenue, New York City, or to the Controller of Teachers College.

Residence Outside the Halls

Information and advice concerning desirable rooms and boarding places for both men and women may be obtained from the Assistant Social Director of Teachers College. Experience proves that personal inspection is necessary to suit individual tastes, and students are therefore advised not to complete arrangements until they arrive in New York City. If necessary, temporary arrangements can easily be made at that time until final choice has been determined.

Many students effect a material reduction in the cost of living by uniting in small groups for light housekeeping. Unfurnished apartments of from five to seven rooms in houses without elevators may be rented from \$40 a month upwards, and apartments of four rooms from \$30 a month up. Apartments furnished for housekeeping are occasionally available at proportionately higher rates. Kitchen privileges are frequently given with rooms offered for rent in the vicinity. Furniture can be purchased at favorable rates for housekeeping purposes, and older students are assisted to form themselves into groups and reduce their expenses in this way. *All women students under twenty-five years of age who are not living at home are required to live in Whittier Hall or obtain permission of the Social Director for living elsewhere.* Such students will not be allowed to complete their registration until their proposed living arrangements have been approved

by the Social Director, whose signature must be obtained. In general, the younger students are not expected to take rooms in places where no reception room is provided for their guests.

Students are warned that it is unsafe to engage rooms offered by unauthorized persons, and are urged to obtain the approval of the Assistant Social Director of the College in every instance.

The Women's Faculty Club of Columbia University

The Women's Faculty Club of the University has rented three apartments in the Lowell, one to serve the social purposes of the Club, the other two to furnish rooms and table board to a limited number of members. The Club admits graduate women students to associate membership on payment of \$5.00, which is half the regular annual dues. Membership entitles the graduate student to all the social privileges of the Club—use of tea-rooms, reading room, etc.—and gives her the privilege of living in the Club if she so desires. Voting privileges, however, are not extended to associate members. Rates for rooms vary from \$4.50 per week to \$6.50. Table board is \$7.00 per week. Graduate students who desire to join the Club will be assured of a cordial welcome from the faculty members. Application for rooms should be made well in advance to the Chairman of the House Committee.

STUDENT WELFARE

A Welfare Committee of seven faculty members, appointed by the Dean from the various departments of the College, has as its business the consideration of problems of student welfare other than those dealt with by the Committee on Instruction. The Social Director of the College and her assistants, working in close conjunction with this committee and with the College physicians, have charge especially of the women students in all matters outside their academic work, and the direction of their social life and welfare. One of these assistants maintains the directory of rooms and board for women living outside the residence hall; another, known as the College Visitor, keeps in friendly touch with this group, and advises them in times of difficulty; and one bears a similar relation to students resident in the Hall, the younger students there being directly under her care. In cases of emergency, students are expected to consult one of these officers immediately.

The College Physician and the assistant physicians, one of whom is a woman, give professional advice free of charge to students who consult them in their offices in the Thompson Building.

STUDENTS' EXPENSES

Statement Based on Students' Estimates of Average Total for the Academic Year, including Winter and Spring Sessions

	Low	Liberal
University fee	\$10	\$10
Tuition fee (ordinarily 30 to 36 points at \$6) ..	180	216
Books and stationery.....	20	40
Incidentals	60	150
Room (38 weeks).....	133	228
Board (35 weeks, vacations not included).....	175	210
Laundry	38	50
Total	\$616	\$904

See also rates for Whittier Hall on page 138.

Students of Textiles and Clothing should add to this estimate an expenditure for materials, varying according to the courses taken, as stated in the description of each course. A fair average total is \$20 yearly.

STUDENT ORGANIZATIONS

Student self-government is maintained in Teachers College through the Students' Executive Council, made up of thirteen members, four from the School of Education, six from the School of Practical Arts, including the president of the Whittier Hall Student Government Association which is responsible to the Council, and three from the Faculty. This Council meets regularly for the consideration and control of matters affecting the entire student body.

The professional and social life of both Schools of Teachers College is further promoted by numerous student organizations, such as the Administration, Secondary, Elementary, and Kindergarten Clubs; the Household Arts, Vocational, Rural, Advisers', and Women's Discussion Clubs; the Music, Nurses', and Physical Education Clubs; the Athletic and Dramatic Associations; the Red Cross Committee; the Young Men's and Young Women's Christian Associations, the Catholic Club, and the Jewish Forum. The religious groups are affiliated in the Federation of Religious Organizations.

Club rooms for the women students of the College were established in September, 1917, under the name of The Women's Club of Teachers College. An entire apartment was secured near the College, and a resident secretary placed in charge. Tea is served every afternoon to members and their friends, and the club serves in many ways as a neighborhood center for the students living outside the residence halls.

There are, furthermore, several other student organizations, such as the British Empire, Cosmopolitan, Christian Science, Women's Graduate, and Chinese Students' Clubs, belonging to the University as a whole, and therefore open to students in Teachers College. Another organization called The Columbia Dames brings together the wives and mothers of university students.

The advantages of Earl Hall, the building devoted to the religious, philanthropic, and social activities of the University, and the services of its Secretary, are also available for students of Teachers College. Students Hall, recently erected on the Barnard College Campus, is open as a social center to all women of the University.

TEACHERS COLLEGE RELIGIOUS SERVICES

Teachers College as a non-sectarian institution welcomes all creeds to its classes, and invites every student to join in its religious services, held at noon three times a week, in Milbank Memorial Chapel. The weekly program, arranged by a joint committee of Faculty members and students appointed by the Dean, includes a musical service under the direction of the music department and the College Choir; the Faculty Chapel, addressed by a member of the Faculties of Teachers College; and one meeting addressed by an outside speaker representing some one of the various religious associations.

Teachers College students are welcomed at the daily services conducted at twelve o'clock in St. Paul's Chapel of Columbia University under the direction of the Chaplain of the University; and also at the stated Sunday afternoon services at four o'clock.

The weekly meetings of the various religious organizations offer further opportunity to hear prominent leaders of religious thought and for the discussion of topics of special interest.

LECTURES AND RECITALS

In the course of the college year many public lectures and recitals, open without charge to students and their friends, are given before the student public, under the general auspices of the University, the College, or of the various student organizations.

TEACHERS COLLEGE PUBLICATIONS

Committee on Publications: Dean RUSSELL (Editor), Professors UPTON (Chairman and Associate Editor), LODGE, THORNDIKE, McFARLANE, and BAGLEY.

A descriptive price list of all publications may be obtained by addressing the Bureau of Publications, Teachers College.

THE TEACHERS COLLEGE RECORD

The TEACHERS COLLEGE RECORD is a serial publication issued by Teachers College, under the editorship of the Dean, for the purpose of presenting to the alumni and other students of education and to the public generally the views of the history and principles of education, of educational administration, and of the theory and practice of teaching as advocated and followed by Teachers College and its schools of observation and practice.

Up to January, 1915, each number of the RECORD treated a specific problem in the work of the kindergarten, elementary school, high school, or some department of college work. The topics presented have included the following: The history, organization and administration of Teachers College; the management of schools of observation and practice; the selection and arrangement of materials for curricula; outlines of courses of study in various subjects; the aims, methods, and results of instruction in the various school grades; syllabi of collegiate courses; and studies in the history and philosophy of education, school economy, and the theory and practice of teaching worked out in the College and its elementary and secondary schools.

Since January, 1915, the RECORD has been considerably enlarged so as to include in addition to monographs of the kind mentioned above numerous shorter articles covering each of the departments of educational specialization. There is also given news of the College, its departmental activities, and the alumni. The HOUSEHOLD ARTS REVIEW has been incorporated.

There are five numbers each year: January, March, May, September, and November. Subscription is \$1.50 per year, 40 cents per number; special discounts on orders for five or more copies.

Eighteen volumes (1900-1917) have been published. A complete list of contents may be obtained from the Bureau of Publications.

COLUMBIA UNIVERSITY CONTRIBUTIONS TO EDUCATION— TEACHERS COLLEGE SERIES

This series, established in 1905, continues the educational issues of the Columbia University Contributions to Philosophy, Psychology, and Education, and presents the results of research by officers or advanced students of the College in the history and philosophy of education, in

educational psychology, in kindergarten, elementary, and secondary education, in educational administration, and in related fields. Ninety volumes have been issued in this series.

TEACHERS COLLEGE LECTURES ON THE RELIGIOUS LIFE

Three volumes have been published in this series.

TECHNICAL EDUCATION BULLETINS

A series of pamphlets dealing with educational and technical problems in the field of the School of Practical Arts.

OTHER EDUCATIONAL BOOKS AND PAMPHLETS

The Bureau of Publications has published many text-books, reprints, monographs, bibliographies, and syllabi of courses other than the above series. A complete catalogue will be sent upon request.

INDEX TO GRADUATE COURSES IN HOUSEHOLD ARTS AND PRACTICAL ARTS

- Education 111-112—Theory and Practice of Teaching Art. § 60
- Education 113-114—Supervision of Fine Arts. § 60.
- Education 135-136—Teaching of Household Arts in Schools. § 79
- Education 137-138—Supervision in the Household Arts. § 79
- Education 140—Teaching of Household Arts in Rural Communities. § 79
- Education 143-144—Industrial Arts for the Elementary Grades. § 86
- Education 145-146—Teaching Industrial Arts in Elementary Schools. § 86
- Education 147-148—Principles and Practice of Teaching Industrial Arts in the Junior High School. § 86
- Education 158A—Thrift, Savings, and Investment. § 49
- Education 161-162—The Teaching of School Music. § 92
- Education 163-164—Supervision of School Music. § 92
- Education 167-168—Teaching of Speech (Oral English). § 94
- Education 170—Teaching of Nursing Principles and Methods. § 100
- Education 171—Teaching in Schools of Nursing. § 100
- Education 173—Administration in Schools of Nursing. § 100
- Education 174—State Relation to Nurses' Education. § 100
- Education 176—Teaching of Health Problems. § 100
- Education 177—Training for Public Health Nurses. § 100
- Education 178—Organization and Supervision in Public Health Nursing. § 100
- Education 179—Current Problems in the Education of Nurses. § 100
- Education 181—School and Community Festivals. § 41
- Education 182—Dramatization. § 94
- Education 183-184—Educational Hygiene. § 104
- Education 185-186—Play and Playgrounds. § 105
- Education 187-188—Hygiene of Childhood and Adolescence. § 105
- Education 189-190—Teaching of Hygiene and Physical Education. § 105
- Education 195A—Survey Course in Scouting. § 41
- Education 195B—A Practice in Scoutcraft. § 41
- Education 205A-206A—Problems for Advisers of Women and Girls. § 41
- Education 211x-212x—Experimental Education in the Elementary School. § 41
- Education 221—History of the Family as a Social Institution. § 46
- Education 222—Education of Women: History and Present Problems. § 46

- Education 241-242—Philosophy of Education. § 41
 Education 245—Logic and Educational Problems. § 41
 Education 247—Ethics and Educational Problems. § 41
 Education 283-284—Supervised Observation and Teaching. § 41
 Education 291—Educational Sociology. § 41
 Education 292—Problems of School Curricula and Special Forms of Education. § 41
 Education 293-294—Problems in Vocational Education. § 41
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 Education 297A—Current Problems in Practical Arts Education. § 41
 Education 311-312—Practicum in Fine Arts. § 60
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 Education 337-338—Practicum in Household Arts Education. § 79
 Education 411—Elementary Supervision and the Curriculum. § 41
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 Education 497—Sociological Foundations of Curricula. § 41
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 Household Arts 117—Laboratory Methods in Nutrition. § 67
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 Household Arts 127—Methods of Biochemical Analysis. § 39
 Household Arts 131—Experimental Cookery. § 65
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DEGREES, DIPLOMAS AND CERTIFICATES CONFERRED

A full list of names of graduates who received 1916-17 Columbia University degrees through Teachers College and Teachers College diplomas is included in the "Register of Teachers College Students 1917-18," which will be sent on application to the Secretary of the College.

Summary of Degrees, Diplomas, and Certificates Conferred 1916-17

Degrees

Doctor of Philosophy	9
Master of Arts	305
Master of Science	2
Bachelor of Science	327

Teachers College Diplomas:

Awarded in connection with the Doctor of Philosophy degree.....	4
Awarded in connection with the Master of Arts degree.....	199
Awarded in connection with the Bachelor of Science degree.....	238
Teachers College Certificates	9

Total degrees and diplomas awarded 1093

Distribution of the Professional Diplomas:

Instructor in Education	4
Teacher of Education	17
Superintendent of Schools	51
Principal of High Schools	8
Supervisor in Normal Schools	4
Principal of Elementary Schools	3
Supervisor of Elementary Schools	22
Supervisor of Primary Schools	7
Teacher in Primary Schools	2
Teacher in Kindergartens	3
Supervisor of Kindergartens	13
Adviser to Women and Girls	5
Supervisor of Religious Education	3
Teacher of Religious Education	3
Supervisor of Rural Education	4
Teacher of Rural Education	1
Teacher of Biology	2
Teacher of English	37
Supervisor of English	3
Teacher of Fine Arts	24
Supervisor of Fine Arts	1
Designer and Interior Decorator	2
Teacher of French	4
Teacher of German	5
Teacher of History	16
Supervisor of History	2
Teacher of Household Arts	85
Supervisor of Household Arts	9
Dietitian	3
Rural Extension Worker	1
House Director	1
Teacher of Industrial Arts	8
Supervisor of Industrial Arts	10
Teacher of Latin	8
Supervisor of Latin	1
Teacher of Mathematics	9
Supervisor of Mathematics	10
Teacher of School Music	11
Supervisor of School Music	2
Teacher of Hygiene and Physical Education	17
Supervisor of Hygiene and Physical Education	1
Teacher of Physical Science	5
Instructor in Schools of Nursing	2
Teacher in Schools of Nursing	1
Superintendent of Nurses and Principal of Training Schools	4
Master's Diploma in Education	4
Bachelor's Diploma in Education	3

*441

Teachers College Certificates 9

*Includes duplicate count, 8 students candidates for more than one diploma

STUDENTS, 1917-18

A full list of students registered in 1917-18, will be sent on application to the Secretary of Teachers College.

I. Graduate students:

Candidates for the degrees Doctor of Philosophy, Master of Arts, Master of Science, and the Teachers College diploma, major in:

Administration of Education	89
Educational Sociology	18
Elementary Education	43
History of Education	13
Kindergarten Education	19
Philosophy of Education	25
Psychology of Education	45
Religious Education	33
Rural Education	8
Secondary Education	28
Vocational Education	17
Biology	9
English	64
Geography	2
History	27
Latin	5
Mathematics	55
Modern Language	11
Physical Science	13
Household Arts	72
Fine Arts	22
Industrial Arts	16
Music	7
Nursing and Health	5
Physical Education	18
Unclassified Graduate Students	114
Total	778

II. Undergraduate students:

Candidates for the degree of Bachelor of Science and the Teachers College Diploma:

Unclassified in Education	466
Seniors in Practical Arts	273
Juniors in Practical Arts	331
Sophomores in Practical Arts	166
Freshmen in Practical Arts	153
Unclassified in Practical Arts	218
	1607

III. Summary:

Total matriculated students in Teachers College	2385
Additional matriculated students both schools, Summer Session 1917	1380
Matriculated students from other parts of the University.....	370
Total matriculated students, Teachers College, from July 1, 1917.	4135

(In addition to the above there are 1189 students in the Horace Mann Schools, 593 extension students in the School of Practical Arts, and 2035 non-matriculated students in the Summer Session of 1917.)

ACADEMIC CALENDAR, 1918-1919

1918		
July	8—Monday.	Nineteenth Summer Session begins.
Aug.	1—Thursday.	Last day for filing applications for the Master's degree to be conferred in October.*
Aug.	16—Friday.	Nineteenth Summer Session ends.
Sept.	16—Monday.	Entrance examinations begin.
Sept.	18—Wednesday.	Registration (including the payment of fees) begins. Teachers College deficiency examinations.
Sept.	24—Tuesday.	Registration ceases for undergraduate students previously matriculated.*
Sept.	25—Wednesday.	Winter Session, 165th year, begins. Registration ceases for undergraduate students not previously matriculated.*
		Fellows and Scholars report to the office of the Dean of Teachers College.
Sept.	28—Saturday.	Registration ceases for graduate students. The privilege of later registration may be granted, up to October 19, on payment of a fee of \$5.
Oct.	1—Tuesday.	Last day for filing applications for Bachelor's degree to be conferred in October.*
		Last day for filing essay for the Master's degree to be conferred in October.
Oct.	6—Saturday.	Last day for changes in undergraduate programs.
Oct.	19—Saturday.	Last day for receiving late applications for registration for full credit. Last day for making changes in programs of graduate students.
Nov.	5—Tuesday.	Election day, holiday.
Nov.	27—Wednesday.	Thanksgiving service in St. Paul's Chapel.
Nov.	28—Thursday, to	
Nov.	30—Saturday, inclusive.	Thanksgiving holidays.
Dec.	2—Monday.	Last day for filing applications for the Master's degree to be conferred in February.*
Dec.	23—Monday to 1919.	
Jan.	4—Saturday, inclusive.	Christmas holidays.
Jan.	16—Thursday.	Mid-year entrance examinations begin.
Jan.	22—Wednesday.	Mid-year examinations begin.
Feb.	1—Saturday.	Registration for Spring Session (including the payment of fees) begins.
		Last day for filing applications for Bachelor's degree to be conferred in February.*
Feb.	4—Tuesday.	Winter Session ends. Registration ceases for students entering Spring Session.*
		Last day for filing essay for the Master's degree to be conferred in February.

* The privilege of later applications or registration may be granted on payment of a fee of \$5.

Feb. 5—Wednesday.	Spring Session begins. University service in St. Paul's Chapel. Fellows and Scholars report to the Dean of Teachers College.
Feb. 15—Saturday.	Last day for making changes in undergraduate programs.
Feb. 21—Friday and Feb. 22—Saturday. Feb. 22—Saturday. March 1—Saturday.	Teachers College Alumni Conferences. Washington's Birthday, holiday. Last day for filing applications for Fellowships and Scholarships. Last day for filing applications for the Master's degree to be conferred in June.* Last day for receiving late applications for registration for full credit. Last day for making changes in programs for graduate students. Teachers College deficiency examinations.
April 1—Tuesday.	Last day for filing applications for examination for the degree of Doctor of Philosophy to be conferred in June.
April 15—Tuesday.	Last day for filing applications for Bachelor's degree to be conferred in June.*
April 17—Thursday, to April 21—Monday, inclusive.	Easter holidays.
April 28—Monday, to May 3—Saturday, 12 M. inclusive.	Undergraduate students in the School of Practical Arts file choice of studies for the following year.
May 15—Thursday, to May 17—Saturday, inclusive.	Preliminary examinations for candidacy for the degree of Doctor of Philosophy.
May 19—Monday.	Final examinations begin.
May 21—Wednesday.	Last day for filing essay for the Master's degree to be conferred in June.
May 30—Friday.	Memorial Day, holiday.
June 1—Sunday.	Baccalaureate Service.
June 4—Wednesday.	Commencement Day.
June 11—Wednesday.	Spring Session ends.
June 16—Monday.	Entrance examinations begin.
July 7—Monday.	Twentieth Summer Session begins.
Aug. 1—Friday.	Last day for filing applications for the Master's degree to be conferred in October.*
Aug. 15—Friday.	Twentieth Summer Session ends.
Sept. 15—Monday.	Entrance examinations begin.
Sept. 17—Wednesday.	Registration (including the payment of fees) begins.
Sept. 23—Tuesday.	Registration ceases for undergraduate students previously matriculated.*
Sept. 24—Wednesday	Winter Session, 166th year, begins.

* The privilege of later applications or registration may be granted on payment of a fee of \$5.

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Teachers College Bulletin



Degrees and Diplomas Conferred 1916-1917

Fellows and Scholars
Register of Students

1917-1918

Published by
Teachers College, Columbia University
525 West 120th Street
New York City

Teachers College Bulletin

Published fortnightly from September to May inclusive. Entered as second class matter January 15, 1910, at the Post Office at New York, under the Act of August 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized.

DEGREES AND DIPLOMAS CONFERRED 1916-1917

TEACHERS COLLEGE

Degree of Doctor of Philosophy. Major in Education

Monlin Chiang, A.M.,* 1913, B.L., California, 1912	Raymond Asa Kent, A.M., 1910, A.B., Cornell (Iowa), 1903
Sheldon Emmor Davis, A.M.,* 1909, A.B.,* 1908, B.S., Missouri, 1907	Agnes Low Rogers, A.M., St. Andrew's, Scotland, 1907
Theodore Hildreth Eaton, A.M.,* 1915, A.B., Harvard, 1900	Frederick William Steacy, A.M., 1913, L.T., Montreal Diocesan Theological College, 1909, A.B., McGill, 1897
Elbert Kirtley Fretwell, A.M., Brown, 1905, A.M., 1904, Ph.B., La Grange, 1899	William Walter Theisen, B.S., Nebraska, 1907
John Walter Heckert, A.M., 1905, Ph.B., Hamline, 1900	

Teachers College Diploma in Education, awarded in connection with the degree of Doctor of Philosophy

Monlin Chiang, <i>Instructor in Education</i>	Agnes Low Rogers, <i>Instructor in Education</i>
Elbert Kirtley Fretwell, <i>Instructor in Education</i>	Frederick William Steacy, <i>Instructor in Education</i>

Degree of Master of Arts in Teachers College

Oscar Elijah Acker, A.B., New York, 1916	Raymond Durling Bennett, A.B., Otterbein, 1908, A.M., Otterbein, 1910
Royal Clyde Agne, A.B., Heidelberg, 1908, B.D., McCormick Seminary, 1912	Jerome Harold Bentley, A.B., Wesleyan (Connecticut), 1903
Frank E. Alder, A.B., Kansas State Normal, 1913	Kendall Palmer Birkhead, A.B., William and Mary, 1908
Edith Allen, A.B., Illinois, 1903	Grace Electa Bird, Ph.B., Chicago, 1897
Alexander Amant, B.S., 1915	Herbert Francis Blair, B.S., Northwestern, 1915
Carl Arthur Anderson, A.B., Nebraska, 1916	Anna LaTourette Blauvelt, B.S., 1915
Florence Lucy Andruss, B.S., 1915	Addie Jeannette Bliss, A.B., Washington, 1906
George Earl Anspaugh, A.B., Indiana, 1909	Elizabeth Blodgett, B.S., 1914
Bedros Kevork Apelian, A.B., Iowa State T. C., 1909, B.D., Oberlin, 1912	Helen F. Boyd, A.B., Radcliffe, 1902
Helen Frances Ball, A.B., Denver, 1913	Julia Morey Boyd, A.B., Mills, 1913
Katharine Frances Ball, A.B., Wellesley, 1900	Ruth Elma Bradbury, A.B., Emporia, 1912
Emma Augusta Bailley, A.B., Oberlin, 1910	Barclay White Bradley, A.B., Pennsylvania, 1897, Ph.D., Pennsylvania, 1900
Susie Barnes, B.S., 1908	Edward Stanley Brinkley, A.B., William and Mary, 1902
Harriet Thompson Barto, A.B., Illinois, 1916	Nell Ross Brown, A.B., Reed, 1915
James Campbell Bay, A.B., Oberlin, 1912	Zula Frances Brown, A.B., So. California, 1908
Lura Ella Beam, A.B., 1908	Herbert Arthur Buermeyer, B.S., 1916
Irene Gertrude Beard, A.B., Tennessee, 1907	Alice Lucile Butler, A.B., Western, 1908
James Harvey Beach, B.S., Kansas State Normal, 1914	Ruth Louise Cassels, A.B., California, 1916
Annie Tatman Bell, A.B., Louisiana, 1916	Mary Elizabeth Caster, A.B., Iowa State T. C., 1913
Annette Gertrude Bennett, A.B., Wittenberg, 1908	

* If no institution is mentioned on this and the following pages, the degree indicated was granted by Columbia University.

- Alice Castle, A.B., Hunter, 1914
 Franklin Robert Cawl, B.S., 1915
 Mila Mangrum Cearley, A.B., California, 1915
 Ruth Cessna, B.S., Iowa State, 1914
 Beulah Yoongtsung Chang, A.B., Oberlin, 1916
 Tsung Hai Cheng, A.B., Wisconsin, 1916
 Carl Churchill, Ph.B., Keuka, 1906
 Gertrude Margaret Clancy, A.B., Stanford, 1916
 Mary Emily Clark, A.B., Western Maryland, 1904
 Arthur Wilbur Clevenger, B.S., Earlham, 1911
 Edgar W. S. Cobb, A.B., North Carolina, 1908
 Tom Ponton Cobb, A.B., Baylor, 1913
 Franklin Dewey Cogswell, A.B., Denver, 1912
 Abraham Cohen, B.S., City College of New York, 1905
 Thomas Alfred Fletcher Collett, A.B., Syracuse, 1914
 Anna Colman, A.B., Smith, 1914, B.S., 1916
 John F. Conroy, B.S., City College of New York, 1914
 William Francis Conway, A.B., Seton Hall, 1902; A.M., Seton Hall, 1904
 Margaret Cooper, A.B., Carleton, 1911
 Lucy D. Cordiner, A.B., Wyoming, 1905
 Helen Fulton Corley, A.B., Michigan, 1909
 Harold F. Cotterman, B.S., Ohio, 1916
 Lewis Eldon Coulter, B.S., Ohio Northern, 1909, B.S., Ohio, 1913
 Gerald Spellman Craig, A.B., Baylor, 1915
 Mabel Hamilton Crawford, B.S., 1914
 Joseph Alverton Crowell, A.B., Juniata, 1912
 Edward Patterson Curtis, Ph.B., Wesleyan (Kansas), 1912
 Frances Mae Curtis, A.B., Vassar, 1915
 Katherine Brent Dabney, A.B., Cincinnati, 1914
 Alice Janet Daniel, A.B., Cornell, 1910
 Helen Marvin Darsie, A.B., Hiram, 1910, A.M., South California, 1912
 Grace Cogswell Davis, A.B., Carroll, 1913
 Mary Elizabeth Davis, B.S., Missouri, 1911, A.B., Missouri, 1913
 Frances Cole de Wet, A.B., Huguenot, South Africa, 1898
 Morris Charles Deshel, B.S., 1911
 Mary Vazelle Dick, A.B., Iowa State Teachers, 1912
 Minnie Elizabeth Dingee, A.B., Kansas, 1914
 Rollin Dodd, B.S., Whitman, 1906
 Mary Elizabeth Douglass, A.B., Pomona, 1909
 Flora Elizabeth Drake, A.B., Indiana, 1911
 Henry Fowler Dunbar, A.B., Harvard, 1913
 John Lee Dunkle, B.S., West Virginia, 1912
 Fannie Wyche Dunn, B.S., 1915
 Homer Williams Dutter, A.B., Indiana, 1911
 Alanson Harrison Edgerton, B.S., 1913
 Alice Leora Edwards, B.S., Oregon Agricultural, 1906, B.S., 1916
 Charles Morris Elliott, A.B., Michigan State Normal, 1913
 Mabel Murphy Erwin, A.B., Indiana, 1913
 Garnet Mabel Everley, A.B., State Normal, 1913
 Jessie Margaret Fairbank, A.B., Wellesley, 1916
 Thora Marie Fernström, A.B., 1915
 Ethel Estelle Finley, A.B., Temple, 1913
 Elvin Holt Fishback, B.S., 1915
 Ethel Hume Flood, A.B., California, 1902
 William Howard Fram, A.B., Hiram, 1914
 Cora Bagley Freeman (Mrs.), A.B., South California, 1912
 Frederick Norman Frits, A.B., Allegheny, 1896
 Ambrose Junior Fry, A.B., Mt. Union, 1898, A.M., Wooster, 1903
 Edith Alena Garlock, Ph.B., Syracuse, 1910
 John Leonard Gaunt, B.S., 1912
 Alice Vira Georgeson, A.B., California, 1916
 Juanita Landon Gerlach, A.B., Stanford, 1910
 Amalia Francesca Gianella, A.B., 1916
 Isidore Ginsberg, B.S., 1915
 Mabel Helen Girard, A.B., Smith, 1913
 Louise Phillips Glanton, B.S., 1905
 Florence Lea Gosselin, A.B., Wisconsin, 1913
 Naomi Gouger, A.B., Texas, 1915
 Ethel Gowans, B.S., Cornell, 1908
 Mildred Geraldine Gregory, A.B., Wellesley, 1916
 Florence Ella Grim, A.B., Olivet, 1911
 Francis William Grose, A.B., Indiana State Normal, 1916
 Colba F. Gucker, B.S., Rochester, 1914
 Adele Gurevich (Mrs.), Diploma, Gymnasium, Kieff, 1901
 Nathan Gussow, B.S., City College of New York, 1914
 Maude Lillian Guthrie, A.B., Oregon, 1913, B.S., Iowa State, 1914
 Huldah Augusta Haenig, A.B., Michigan, 1906
 Otto Webster Haisley, A.B., Earlham, 1906
 Evelyn Louise Haring, A.B., 1916
 Burritt Clark Harrington, Litt.B., Princeton, 1913
 Ruth Mary Harris, Ph.B., Alfred, 1913
 Frankie Delphine Haskell, A.B., Washburn, 1915
 Montana Hastings, B.S., 1909
 James Havender, A.B., New York, 1916
 Genevieve Hawk, A.B., Miami, 1912
 Isabelle Hazen, A.B., Kansas, 1903, A.M., Kansas, 1905
 Frank Arthur Henderson, A.B., Tarkio, 1907
 Josie Belle Herbert, A.B., Wellesley, 1908
 Josephine M. Hiesel, B.S., 1915
 Marjorie Hillas, A.B., 1915
 Ben Edgar Holroyd, A.B., Hiram, 1913
 Linville Moran Holton, A.B., West Virginia, 1915

- Entang Hsuehcheng Hou, A.B., Grinnell, 1916
 Barbara Southworth Howland, A.B., Mt. Holyoke, 1913
 Charles Benoni Hudson, B.S., Missouri, 1911, A.B., Missouri, 1913
 Claes Leonard Hultgren, B.S., Wesleyan (Ohio), 1903
 Louise Humiston, A.B., Western Reserve, 1915
 Francis M. Hunter, A.B., Mercer, 1909
 H. Tyram Hunter, A.B., Wake Forest, 1912
 Julia Louise Hurd, A.B., Iowa State Teachers, 1912
 Helen Hutchinson, A.B., Wellesley, 1913
 Nelson Abraham Jackson, A.B., Bates, 1900
 Edith Eloise James, A.B., Vassar, 1913
 Theodosia Davenport Jessup, A.B., Vassar, 1915
 Arthur Charles Johnson, Jr., B.S., Pennsylvania, 1907, A.M., Pennsylvania, 1908
 Nelle Johnson, B.L., Iowa State, 1909, B.S., Minnesota, 1910
 Ethel Jones, A.B., Earlham, 1906, B.S., 1911
 Francis Xavier Karrer, A.B., Washington, 1911
 Florence Amelia Kellogg, B.S., 1906
 Paul Alfred Kennedy, B.S., 1915
 Harvey Hezekiah Kenyon, B.S., 1914
 Lynus Alonzo Kibbe, A.B., Washington, 1916, A.M., Washington, 1916
 Nora A. Kieffer, B.S., 1916
 Mabel Anna Kimber, A.B., Northwestern, 1906
 LeRoy Albert King, B.S., 1910
 Ella Kittle, A.B., Syracuse, 1914
 Adele Koch, A.B., Nebraska, 1905
 Bertram E. Koonce, A.B., Franklin, 1912, B.S., Ohio State, 1916
 Hercules Lee Koontz, A.B., Wake Forest, 1909
 James Alva Koontz, A.B., Leland Stanford, Jr., 1901
 Daniel Francis Koughan, A.B., Bowdoin, 1909
 Alice Marie Krackowizer, B.S., Chicago, 1906
 Walter Krumbeck, B.S., Harvard, 1910
 Laura Lulu Lattin, A.B., California, 1915
 Yau Tsit Law, A.B., Mt. Holyoke, 1916
 Mary Janet Laycock, A.B., Illinois, 1906
 Samuel Herrick Layton, B.L., Wesleyan (Ohio), 1896, A.M., Ohio, 1910
 Gertrude Le Fevre, A.B., Vassar, 1911
 Mabel Lee, A.B., 1916
 Josephine Leverett, B.S., Mississippi, 1912
 Elsie Freudenheim Levinson, A.B., 1915
 Ella Cannon Levis, A.B., Swarthmore, 1907
 Harry Ralph Lichtenstein, B.S., City College of New York, 1913
 Ping Ling, A.B., Stanford, 1916
 John Sheridan Linn, A.B., Lafayette, 1911
 Henrietta Lisk, B.S., Florida State, 1907, M.S., Florida State, 1909
 Fung Yan Liu, A.B., Smith, 1915
 Sara Loeb, A.B., Vassar, 1899, Ph.B., New York State College for Teachers, 1900
 Allan Arthur Loew, A.B., City College of New York, 1915
 John Evert Luidens, A.B., Michigan State Normal, 1913
 Beulah Wells Lyman (Mrs.), A.B., Smith, 1905
 Ella Green McClure, B.S., 1914
 Jessie Dunlavy McComb, A.B., Nebraska, 1907, M.S., Oregon Agricultural, 1916
 Etta Joe McCoy, A.B., Ottawa, 1916
 Archibald Arnott McDonald, A.B., Oberlin, 1900
 Edward Blake MacDonald, A.B., Michigan, 1909
 Frances Folsom McGuire, A.B., Kentucky, 1914
 Harry W. McIntire, A.B., Missouri, 1911, A.B., Missouri, 1914
 Adele McKinnie, A.B., Vassar, 1909
 Caroline Ethel MacRoberts, A.B., Goucher, 1913
 Gertrude Magginis (Mrs.), A.B., Ohio, 1912
 Charles West Manzer, A.B., Dartmouth, 1916
 Harry Wheeler Martin, A.B., Cornell, 1906
 Minnie Newel Mason, A.B., Wesleyan (Georgia), 1908, Ph.B., Chicago, 1915
 Lotty May, A.B., Hunter, 1913
 Sybil Huntington May, A.B., Vassar, 1914
 Zeta Cook Mayhew, (Mrs.), B.S., 1914
 Robert Leon Meeks, A.B., Miami, 1910
 Morris Meister, B.S., City College of New York, 1916
 Faith Merriman, A.B., Vassar, 1915
 Alma Merwin, B.S., Cornell, 1913
 Carrie Amy Miller, A.B., Wilson, 1907
 John Cyrus Mitchell, A.B., Dartmouth, 1910
 Alberta Monell, A.B., Hunter, 1911
 Janet Marie Moorman (Mrs.), A.B., South California, 1916
 Herbert Hovey Morris, A.B., Tennessee, 1913
 John Van Liew Morris, A.B., Harvard, 1909
 Louise Tod Motley, A.B., Randolph-Macon, 1907
 Walter J. Muller, B.S., 1915
 Molly Desmond Murphy, A.B., Trinity, 1909
 Nora Johanna Nelson, A.B., Nebraska, 1914
 Carolyn Jane Newcomb, A.B., Iowa, 1914
 Niels Kristian Nielsen, B.S., Utah, 1916
 Charles Fremont Niles, A.B., Wisconsin, 1885
 John Randall Norton, A.B., Vermont, 1913
 William David Olsan, A.B., College of Puget Sound, 1912
 Nettie Marthana Owen, A.B., Indiana, 1907
 Snehalata Pagar (Mrs.), B.S., 1916
 Arthur Frank Payne, B.S., Bradley Poly. Inst., 1915, Ph.B., Chicago, 1916
 Silvio Pellerano, B.S., City College of New York, 1914
 Marion Peterson, A.B., Vassar, 1915
 Natalie Anna Petty, A.B., Franklin, 1900
 Lillian Azubah Phillips, B.S., 1916
 Mary Dowdell Pierce, A.B., Nashville, 1900

- Frank Joseph Plattler, A.B., Seton Hall, 1907,
A.M., Seton Hall, 1909
Rosalie Pollock, B.S., 1908
Ella Heaton Pope, A.B., Adelphi, 1913
Mabel Wolfe Potter (Mrs.), A.B., Kansas, 1900
Ruby Powell, B.L., California, 1904
Hugh Clark Pryor, A.B., Colorado, 1911,
A.M., Colorado, 1912
Frank Joseph Rawlinson, A.B., Bucknell, 1899
Carl Walker Reeves, B.S., South Carolina Mil-
itary, 1910
Frank Walter Reineohl, A.B., Mt. Union, 1907
Ora Edgar Reynolds, A.B., Illinois, 1916
Mabel Viola Rhodes, A.B., Oberlin, 1910
DuFay Roll Rice, A.B., Colorado, 1911
Marietta Riley, A.B., Adelphi, 1907, A.M.,
Adelphi, 1908, A.M., New York, 1913
Helen Eunice Robinson, A.B., Goucher, 1902
Harry Westcott Rockwell, A.B., Brown, 1903
Emma Gertrude Rogers, A.B., Mt. Holyoke,
1898
Mabel Claire Rogers, B.S., Michigan Agricul-
tural, 1910
John Guise Rossman, A.B., Franklin and Mar-
shall, 1908, A.M., Franklin and Marshall,
1911
Howard Thomas Ruhl, A.B., St. John's, 1907
Ethel Ryan, A.B., Cornell, 1914
Monica Dolores Ryan, A.B., College of New
Rochelle, 1916
Ray Kenyon Savage, A.B., Rochester, 1903
Elsa Dorothea Henryetta Schubert, A.B., 1913
Robert Charles Schwan, B.S., 1915
Isadore Adolph Schwartz, B.S., City College of
New York, 1913
Marion Orville Scroggin, B.L., San Antonio Fe-
male, 1912, A.B., Washington, 1915
Roy Lee Shaffer, Ph.B., Dickinson, 1909, A.M.,
Dickinson, 1913
Henry Harris Shanholt, B.S., 1916
William Shapiro, A.B., City College of New
York, 1913
Charles Forrest Sharp, B.S., Ohio, 1912
Benjamin Moore Sheppard, A.B., Lafayette,
1902
Grace Grietjen Sibbink, A.B., Rochester, 1913
Olive Letitia Sipprell, A.B., Acadia, 1911
Helen Joy Sleeper, A.B., Wellesley, 1915
Ruth Annette Sloan, Ph.B., Franklin, 1904
William Edward Smythe, A.B., Indiana, 1909
Eda Ethell Snodgrass, B.S., Purdue, 1913
Arthur Rusmisse Miller Spaid, A.B., Wilming-
ton, 1893, A.M., Haverford, 1894
Helen Mitchell Spencer, B.S., Northwestern,
1911
Wilhelmina Spohr, B.S., 1914
Charles Elmo Stailey, B.S., Ohio, 1912
William Henry Steegar, B.S., New York, 1907
Cecil Henry Steyn, A.B., South Africa, 1912
Wesley Albert Stockinger, B.S., 1916
Burr Dexter Straight, Ph.B., Alfred, 1911
Harrison Gilbert Streeter, B.S., 1913
Ethel Agnes Strohm, A.B., Vassar, 1914
Mary Canice Sullivan, A.B., Leland Stanford,
1914
Madeleine Sweet, A.B., Oberlin, 1912
Rilla Belle Tait, A.B., Wellesley, 1901
Fuji Takamori, B.S., 1916
Charles Ellis Teeters, A.B., Mt. Union, 1902
Olga Constantine Terzieff, A.B., Macalester,
1916
Charles Carpenter Tillinghast, A.B., Brown,
1906
Harold Hoyt Tilton, A.B., Harvard, 1905
Margie Elizabeth Tobin, A.B., Wesleyan (Ohio)
1916
Frank Charles Touton, Ph.B., Lawrence, 1901
Marguerite Tucker, B.S., Rockford, 1910,
B.S., 1913
Dolphus Eugene Tugel, B.S., Missouri, 1913
Krishnahai Tulasker, A.B., Lawrence, 1914,
A.M., Chicago, 1915
Eugene Tuttle, A.B., Bates, 1905
Geneva Verniece Upp, A.B., Illinois Woman's,
1914
Mary Vanuxem, B.S., 1916
Lee Valley Vernon, B.S., Northwestern, 1916
Mary Gloyd Waite, B.S., 1909
Ethel Sherwood Wakeman, A.B., Vassar, 1904
Lou V. Walker, A.B., Nebraska, 1914
Frederick Charles Walters, B.S., Kansas State
Normal, 1916
Helen Esther Wanamaker, A.B., Mt. Holyoke,
1915
Harriot Ware, B.S., Simmons, 1907
Gertrude Ethel Warner, B.L., Wesleyan (Ohio),
1909
Arthur Edward White, B.S., Cornell, 1913
Floy Fisk Whitney, B.L., Syracuse, 1901,
Pd.B., New York State, 1903
Jane Whitney, A.B., Hillsdale, 1913
William T. Whitney, B.S., New York, 1901,
Pd.M., New York, 1902, Pd.D., New York,
1907
Joseph Adolphus Williams, A.B., Wake Forest,
1901
Katharine Williams, A.B., 1915
Charles Lorrain Wilson, A.B., Marietta, 1899,
A.M., Marietta, 1907
Elisabeth Kissick Wilson, B.Pd., Michigan
State Normal, 1916, A.B., Michigan, 1916
Martha Blanche Wohlfeil, A.B., Hunter, 1913
Manford R. Woodland, A.B., Otterbein, 1901
Elizabeth Ash Woodward, B.S., 1911

Degree of Master of Science in Teachers College

Louise Forbes Nellis (Mrs.), A.B., Smith, 1907

Marion Frances Walker, B.S., Iowa State, 1912

Teachers College Diploma in Education, awarded in connection
with the Degree of Master of ArtsOscar Elijah Acker, *Teacher of Latin*Frank E. Alder, *Superintendent of Schools*Edith Allen, *Supervisor of Household Arts*

Carl Arthur Anderson,

Superintendent of Schools

Bedros Kevork Apelian,

*Supervisor of Religious Education*Helen Frances Ball, *Teacher of English*Katharine Frances Ball, *Adviser of Women*Susie Barnes, *Supervisor of Elementary Schools*D'Arcy C. Barnett, *Superintendent of Schools*

Harriet Thompson Barto,

*Teacher of Household Arts*James Campbell Bay, *Teacher of Education*

Irene Gertrude Beard,

*Master's Diploma in Education*Annie Tatman Bell, *Teacher of English*

Raymond Durling Bennett,

Superintendent of Schools

Jerome Harold Bentley,

*Superintendent of Schools*Herbert Francis Blair, *Superintendent of Schools*Julia Morey Boyd, *Teacher of Fine Arts*Ruth Elma Bradbury, *Teacher of English*

Barclay White Bradley,

*Principal of High Schools*Herbert Arthur Buermeyer, *Teacher of History*Alice Lucile Butler, *Teacher of Education*

Mary Elizabeth Caster,

Supervisor of Mathematics

Mila Mangrum Cearley,

*Teacher in Kindergartens*Ruth Cessna, *Teacher of Household Arts*Tsung Hai Cheng, *Teacher of Education*Monlin Chiang, *Instructor in Education*Carl Churchill, *Superintendent of Schools*Gertrude Margaret Clancy, *Teacher of History*

Arthur Wilbur Clevenger,

Superintendent of Schools

Edgar W. S. Cobb,

Master's Diploma in Elementary Supervision

Franklin Dewey Cogswell,

*Supervisor of Religious Education*Anna Colman, *Teacher of Household Arts*John F. Conroy, *Teacher of Physical Science*

Margaret Cooper,

*Supervisor of Elementary Schools*Helen Fulton Corley, *Teacher of Latin*

Harold F. Cotterman,

Teacher of Rural Education

Gerald Spellman Craig,

*Teacher of Physical Science*Mabel Hamilton Crawford, *Teacher of Fine Arts*

Joseph Alverton Crowell,

Superintendent of Schools

Edward Patterson Curtis,

Superintendent of Schools

Katherine Brent Dabney,

*Teacher of Hygiene and Physical Education*Alice Janet Daniel, *Teacher of Household Arts*Helen Marvin Darsie, *Teacher of History*Grace Cogswell Davis, *Teacher of History*Mary Elizabeth Davis, *Teacher of English*Morris Charles Deshel, *Teacher of History*Frances Cole DeWet, *Teacher of Education*

Minnie Elizabeth Dingee,

Supervisor of Mathematics

Mary Elizabeth Douglass,

Supervisor of Kindergartens

Flora Elizabeth Drake,

*Supervisor of Elementary Schools*Fannie Wyche Dunn, *Teacher of Education*Alice Leora Edwards, *Teacher of Household Art*Charles Morris Elliott, *Teacher of Education*Mabel Murphy Erwin, *Teacher of English*

Garnet Mabel Everley,

*Supervisor of Mathematics*Jessie Margaret Fairbank, *Teacher of German*Thora Marie Fernstrom, *Teacher of French*Ethel Estelle Finley, *Teacher of English*Ethel Hume Flood, *Adviser of Women and Girls*

Cora Bagley Freeman (Mrs.)

Master's Diploma in Education

Frederick Norman Frits,

*Superintendent of Schools*Ambrose Junior Fry, *Superintendent of Schools*John Leonard Gaunt, *Superintendent of Schools*Alice Vira Georgeson, *Teacher of English*

Juanita Landon Gerlach,

*Teacher of Household Arts*Isidore Ginsberg, *Supervisor of Mathematics*Mabel Helen Girard, *Teacher of French*

Louise Phillips Glanton,

Supervisor of Household Arts

Florence Lea Gosselin,

*Supervisor of School Music*Naomi Gouger, *Teacher of History*Ethel Gowans, *Supervisor of Elementary Schools*Mildred Geraldine Gregory, *Teacher of Biology*Florence Ella Grim, *Supervisor of Mathematics*Francis William Grose, *Teacher of Education*Adele Gurevich (Mrs.), *Teacher of French*Nathan Gussow, *Teacher of Physical Science*Maude Lillian Guthrie, *Teacher of Household Arts*

- Evelyn Louise Haring,
Teacher of Hygiene and Physical Education
 Burritt Clark Harrington,
Supervisor of Religious Education
 Ruth Mary Harris, *Supervisor of English*
 Frankie Delphine Haskell, *Teacher of English*
 James Havender, *Teacher of Latin*
 Genevieve Hawk, *Supervisor of English*
 Isabelle Hazen, *Supervisor of Latin*
 Frank Arthur Henderson,
Superintendent of Schools
 Josie Belle Herbert, *Teacher of English*
 Marjorie Hillas,
Teacher of Hygiene and Physical Education
 Linville Moran Holton,
Superintendent of Schools
 John Hosterman, *Superintendent of Schools*
 Barbara Southworth Howland,
Teacher of Religious Education
 Charles Benoni Hudson,
Superintendent of Schools
 Claes Leonard Hultgren,
Superintendent of Schools
 Louise Humiston, *Teacher of History*
 Francis M. Hunter, *Superintendent of Schools*
 Julia Louise Hurd,
Supervisor of Household Arts
 Helen Hutchinson, *Teacher of Household Arts*
 Nelson Abraham Jackson,
Principal of High Schools
 Edith Eloise James,
Teacher of Hygiene and Physical Education
 Arthur Charles Johnson, Jr.,
Principal of High Schools
 Nelle Johnson, *Adviser of Women*
 Francis Xavier Karrer, *Superintendent of Schools*
 Florence Amelia Kellogg, *Teacher of Education*
 Harvey Hezekiah Kenyon,
Superintendent of Schools
 Nora A. Kieffer, *Teacher of Mathematics*
 Mabel Anna Kimber, *Teacher of English*
 LeRoy Albert King, *Superintendent of Schools*
 Ella Kittle, *Teacher in Kindergartens*
 Bertram E. Koonce, *Superintendent of Schools*
 Hercules Lee Koontz,
Superintendent of Schools
 Daniel Francis Koughan,
Principal of High Schools
 Alice Marie Krackowizer, *Teacher of Education*
 Laura Lulu Lattin, *Teacher of Household Arts*
 Samuel Herrick Layton,
Superintendent of Schools
 Gertrude Le Fevre, *Teacher in Kindergartens*
 Ella Cannon Lewis, *Teacher of English*
 Harry Ralph Lichtenstein,
Teacher of Physical Science
 Ping Ling, *Teacher of Education*
 Allan Arthur Loew, *Teacher of History*
 John Evert Luidens, *Superintendent of Schools*
 Etta Joy McCoy, *Supervisor of Rural Education*
 Archibald Arnott McDonald,
Superintendent of Schools
 Frances Folsom McGuire,
Supervisor of Rural Schools
 Caroline Ethel MacRoberts,
Teacher of Physical Science
 Harry Wheeler Martin, *Supervisor of History*
 Minnie Newel Mason, *Teacher of Education*
 Lotty May, *Teacher of Fine Arts*
 Sybil Huntington May, *Teacher of English*
 Zeta Cook Mayhew (Mrs.),
Supervisor of English
 Robert Leon Meeks, *Superintendent of Schools*
 John Cyrus Mitchell, *Principal of High Schools*
 Janet Marie Moorman (Mrs.), *Teacher of English*
 Herbert Hovey Morris, *Principal of High Schools*
 John Van Liew Morris,
Supervisor of Industrial Arts
 Louise Tod Motley, *Supervisor of Mathematics*
 Louise Forbes Nellis, *Dietitian*
 Nora Johanna Nelson, *Teacher of History*
 Niels Kristian Nielsen,
Superintendent of Schools
 Charles Freemont Niles, *Teacher of Education*
 William David Olsan,
Superintendent of Schools
 Nettie Marthana Owen,
Teacher of English; Teacher of Latin
 Arthur Frank Payne,
Supervisor of Industrial Arts
 Silvio Pellerano, *Teacher of Mathematics*
 Mary Dowdell Pierce, *Supervisor of Elementary Schools; Teacher of Education*
 Rosalie Pollock,
Supervisor of Elementary Schools
 Ella Heaton Pope, *Teacher of English*
 Mabel Wolfe Potter, (Mrs.) *Teacher of Latin*
 Ruby Powell, *Teacher of English*
 Carl Walker Reeves, *Teacher of English*
 Frank Walter Reinoehl,
Superintendent of Schools
 Ora Edgar Reynolds, *Superintendent of Schools*
 Mabel Viola Rhodes, *Supervisor of Mathematics*
 DuFay Roll Rice, *Superintendent of Schools*
 Marietta Riley, *Principal of Elementary Schools*
 Emma Gertrude Rogers, *Teacher of Biology*
 Mabel Claire Rogers,
Supervisor of Household Arts
 John Guise Rossman, *Superintendent of Schools*
 Monica Dolores Ryan, *Teacher of English*
 Ray Kenyon Savage,
Superintendent of Schools
 Elsa Dorothea Henryetta Schubert,
Teacher of German
 Robert Charles Schwan,
Superintendent of Schools
 Marion Orville Scroggin, *Teacher of History*
 Roy Lee Shaffer, *Superintendent of Schools*

- Henry Harris Shanholt,
Teacher of Mathematics
- Charles Forrest Sharp, *Superintendent of Schools*
- Grace Grietjen Sibbink,
Supervisor of Mathematics
- Olive Letitia Sipprell,
Teacher of History; Teacher of English
- Helen Joy Sleeper, *Supervisor of School Music*
- Ruth Annette Sloan, *Teacher of Household Arts*
- William Edward Smythe, *Teacher of Education*
- Arthur Rusmiselle Miller Spaid,
Superintendent of Schools
- Charles Elmo Stailey, *Superintendent of Schools*
- William Henry Steegar,
Superintendent of Schools
- L. Walter Stephens, *Teacher of Latin*
- Cecil Henry Steyn, *Supervisor of Mathematics*
- Wesley Albert Stockinger,
Superintendent of Schools
- Burr Dexter Straight,
Supervisor of Elementary Schools
- Harrison Gilbert Streeter,
Superintendent of Schools
- Ethel Agnes Stroh, *Teacher of German*
- Mary Canice Sullivan, *Teacher of English*
- Madeleine Sweet, *Teacher of History*
- Rilla Belle Tait, *Teacher of Education*
- Charles Ellis Teeters, *Principal of High Schools*
- Olga Constantine Terzieff,
Master's Diploma in Education
- Charles Carpenter Tillinghast,
Principal of High Schools
- Margie Elizabeth Tobin,
Teacher of Religious Education
- Marguerite Tucker,
Supervisor of Household Arts
- Eugene Tuttle, *Superintendent of Schools*
- Ethel Sherwood Wakeman, *Teacher of English*
- Lou V. Walker, *Teacher of German*
- Frederick Charles Walters,
Teacher in Education
- Helen Esther Wanamaker, *Teacher of English*
- Gertrude Ethel Warner, *Teacher of English*
- Jane Whitney, *Teacher of School Music*
- William T. Whitney, *Superintendent of Schools*
- Katharine Williams, *Teacher of English*
- Charles Lorrain Wilson,
Superintendents of Schools
- Elizabeth Kissick Wilson,
Teacher of Education
- Martha Blanche Wohlfeil, *Teacher of History*
- Manford R. Woodland,
Superintendent of Schools

Degree of Bachelor of Science in Teachers College

Eleeza Claribel Abalahadian, Stella Ackley, E. Louise Adams, Alimae Aiken, Agnes Cecilia Allan, Thurma Marguerite Allen, Margaret Demarest Anderson, Margaret E. Anderson, Anna E. Arnold, Lucy Eliza Askam, Grace J. Atchinson, Harriet Patterson Bache, Alba Bales, Oscar Ogilvie Barr, Georgia May Barrett, Barbara Haecker Bartlett (Mrs.), Hannah Susan Bates, Susan Hopkins Bean, Clara C. Becker, Caroline A. Beckers, Edith E. Beechel, Alice Frances Bell, Elizabeth Hawley Bement (Mrs.), Mable Kate Bennett, Maude Thornell Bergen, Constance Berry, Helen Betts, Marguerite Biery, Beulah Blackmore, Vevia Blair, Elizabeth Hallam Bohn, Edith Bortman, Loretta Anne Brady, Ralph Breiling, Ruth Regina Brennan, Ethel M. Bristol, Ruth Louise Bristol, Leila E. Broughton, Beulah May Brunner, A. Marguerite Bryan, Olga Byron, Blanche Edna Campbell, Elizabeth Campbell, Florence Carling, Kenneth Vincent Carman, Helene Carter, Erica Christianson, Lillian Josephine Christie, Nancy J. Church, Marion G. Clark, Mary Farnum Closs (Mrs.), Alma Johanna Cohen, Mary Ruth Cohen, Mary Channing Coleman, Eva Comegys, Mary Katherine Conran, Hope Coolidge, Verle Frances Coppens, Martin Joseph Corcoran, Grace Catherine Coyne, Lelah Mae Crabbs, George William Craig, Josephine Clementina Cramer, Eva Mildred Crane, Annie Elvins Crowell, Florence Elizabeth Culver, Bess Curtis, John Morrison Curtis, Carmen de Goenaga, Berthilde S. Despres, Mildred Ditmars Devereux, May Pearl de Zeller, Eleanor Catherine Diehl, Orlista Lillian Dikeman, Martha Dabney Dinwiddie, Annie Stillman Dix, Edith Deborah Dixon, Permelia Murnan Doty, Barbara Du Bois, Ellen Du Bois, Helen Caroline Dunn, Alice Easterling, Karl Wilhelm Ebeling, Ravenna Pearl Eckels, Elizabeth W. Elliott, Mary Josephine Emendorfer, Arthur Webster Emerson, Elsa Josephine Erikson, Margaret Binford Evans, Isabelle Gunn Ferry, Veronika Margarethe Fjelde, Percy Nicholas Folsom, Eleanor Brynberg Forman, Clara Patterson Forte, Martha Frank, Addie Coburn Gale, Anna Kate Garrettson, Florence Mary Garvey, Flora M. Gath, Almyra Mather Gaylord, Madeline Miller Gebraetz, Anne George, Frances E. Gerber, Bess Gill, Laura Gillmore, Christine Glass, Frances Adele Goddard, Mollie Gold, Claire Elizabeth Goldsmith, Clarence Stoddard Goldsmith, Helen Crandall Goodspeed, Anna Goulet, Frances Grandin, Carolyn E. Gray, Mamie R. Greenbaum, Margaret H. Greene, Louise Robbins Grimes, Rose Camilla Grimes, Daniel Francis Guiney, John Bernard Guiney, Edna Esther Haines, Mary Hall, Katharine Rose Hallock, Warren Webb Halsey, Marian Hamilton, Roberta Elizabeth Harding, Marjorie S. Harrington, Lovina Belle Hart, Edmond E.

Hartnett, Edith Maude Hawkins, Isaac Heckelman, Marie Hennes, Elizabeth De Main Henry, Louis A. Herr, Ella F. Herre, Edythe Pauline Hershey, Elsie Estelle Hessler, Elma Irene Heumann, Evelyn Wolfe Hewitt, Katharine Helen Hicks, Nannie M. Hiden, Louise Biles Hill (Mrs.), Herman Hjorth, Edith May Hoffman, Ella Josephine Holley, Thomas Wells Hopkins, Jean Hosford, Clarine Isabel Hoyt, Julia Mary Hubbard, Helen Hubbell, Lillian A. Hudson, Alice O. Huie, Kathryn Hunter, Jane Earl Hyde, Sarah E. Hyde, Evelyn Sloane Inglis, Katharine S. Ink, Elizabeth Irvine, Lauretta James, Adelaide Isabelle Johnson, Emma Johnson, Eleanor King Johnston, Elizabeth Jones, Helen Evelyn Jones, Frances L. Kane, Myrtle Louise Kaufman, Lucy Kimball, Helen Murray Kirwan, Delia Christine Kling, Louise Laitem, Agnes Courtney Langdon, Helen Charlotte Lantz, Jessie L. Larkin, Dorothy Marguerite La Salle, Louisa Haven Sheafe Lawton, Mark Rockwell Leffler, Margaret Arcenia Lemon, Edla Marie Lindholm, Ruhe V. Linn, Anna Marie Love, Marie Lovsnes, Ethelwyn Lowry, Cornelia Bartlett Luce, Margaret Eulalia McAdory, Marion Helene McAllister, Bertha Katharine McCarthy, Pearl Louise McCloskey, Allan Conover McDill, Edward Glenn McGehee, Jr., Jane Louise McGrath, Julie Connelly MacIntyre, Joe Frank McKeehan, Lydia E. MacKnight (Mrs.), Margaret Parvin Masters, Ruth Evans Mathes (Mrs.), Susan Josephine Mathews, Jessie Maver, Glenn Samuel Mayer, Charles Henry Meeker, Anna Margaret Megahan, Amy Meinhold, Burr Jay Merriam, Hermine W. Meyer, Blanche M. Miller, Malinda Katharine Miller, Margaret Sawyer Miller, Mary Clara Miller, Frances Sercombe Dorothy Mix, Flora Leone Moore, Myrla Morris, Zella Harriet Morris, Lauretta Isabel Morrissey, Katherine Loretta Morrissey, N. Catherine Morrissey, Mardiros H. Mousigian, Rebecca Muendel, Anna Leona Murphy, Georgia B. Murphy, Cleo Murtland, Carrie Lois Neidy, Winnie Nichols, Belle Northrup, Sara Linhardy Oller, Charlotte O'Neill, Edgar Raymond O'Neill, Ethel M. Orr, Dorothy Osborn, Junia Roberts Osterhout, Gertrude M. Peene, Blanche Pfefferkorn, Martha Jone Phillips, Laura Wilma Pierce, Carrie M. Pimm, Regine Porges, Fanny Elizabeth Pray, Leaffa Laura Randall, Lula Adeline Reed, Irene Elizabeth Reynolds, Alice Rebekah Robinson, Ethel Maria Robinson, Anna Mildred Rochefort, Mamie Eulah Rohr, Sigmund Jacob Rome, Rose Rosenfeld, Helen Augusta Ross, Sara Louise Rowe, Laura Loretta Rowson, Ida O. Rudy, Clara Bates Sackett, Elizabeth Sage, Ernestina Saliva, Mira Sargent, Alphonse Joseph Sarré, Lucy Somerville Saunders, Rhoda Schellenberg, Ruth Scott, Elizabeth Searle, Eleanor Lena Seiford, Beatrix Angela Sepulvéda, Virginia Fitzhugh Shearer, Wilhelmina Radcliffe Sheldon, William Karakin Sherinyan, Blanche Alberta Skinner, Frances Beckwith Skinner, Anabel Smith, Estelle Howes Smith (Mrs.), Isla Virginia Smith, Flora Belle Snowden, Edna Isabel Sparkman, Etta R. Spier, A. Maud Sproat, Helen Louise Stall, Adda Mabel Starrett, Helen Louise Stephens, Lenore Stephens, Elizabeth Mary Stevens, Judson Lloyd Stewart, Frances Stobaugh, Wesley A. Stockinger, Edna M. Stockton, Harry Suchman, Mabel Anna Tallant, Fred Maurice Taylor, Margaret E. Taylor, Elizabeth M. Teas, John Grant Thompson, Elsie Hunting Thrall, Eleanor Davison Toaz, Nellie A. Tower, Grace Townley, Elinor Bushnell Townsend, May Trumper, Elizabeth Tuller, Myra Vance, Leonora Pauli Van der Slood, Marguerite Von der Au, Forrest C. Van Horn, Grace Lucille Van Syckle, M. Madilene Veverka, Margaret Vierling, Gilbert Charles George Wagner, Helen Gertrude Walker, Alice Clorinda Walton, Mary Frances Warren, Sarah Jane Weber, Anna Eleanor Webster, Jessie Wedin, Deborah Delp Weisel, Louise M. Welles, Jane Betsy Welling, Marian Josephine Wesley, Lillian Whaley, Amelia Ursula Wheeler, Luella N. C. Whitaker, Blanche Shelton Wilhite, Lillian Williams, Louise Mary Williams, Mildred Newcomb Wilson, Minnie J. Wilson, Adelaide Jaros Wise, Doris Ostrom Woodbury, Ruth V. Woodbury, Annie Josephine Workman, Henry Yungerman, Dorothy Zeman, Elsie Clarissa Ziese.

Teachers College Diploma in Education, awarded in connection
with the degree of Bachelor of Science

Stella Ackley,
Instructor and Supervisor in School of Music
Alimae Aiken, *Teacher of Fine Arts*
Margaret Demarest Anderson,
Teacher of Household Arts
Anna E. Arnold, *Superintendent of Schools*
Grace J. Atchinson,
Supervisor of Elementary Schools
Harriet Patterson Bache,
Teacher of Household Arts

Alba Bales, *Supervisor of Household Arts*
Hannah Susan Bates,
Supervisor of Kindergartens
Edith E. Beechel, *Supervisor in Normal Schools*
Elizabeth Hawley Bement (Mrs.),
Teacher of English
Maude Thornell Bergen,
Teacher of Household Arts
Constance Berry, *Teacher of Household Arts*
Helen Betts, *Teacher of Household Arts*

Beulah Blackmore, *Teacher of Household Arts*
 Vevia Blair, *Supervisor of Mathematics*
 Edith Bortman, *Teacher of English*
 Ruth Louise Bristol,

Supervisor of Kindergartens

Leila E. Broughton,
Teacher of Hygiene and Physical Education
 Beulah May Brunner,

Supervisor in Normal Schools

Adelaide Bunker, *Teacher of English*
 Olga Byron, *Teacher of Household Arts*
 Elizabeth Campbell, *Teacher of Household Arts*
 Florence Carling,

*Superintendent of Nurses and
 Principal of Training Schools*

Kenneth Vincent Carman,
Supervisor of Industrial Arts

Helene Carter, *Teacher of Household Arts*
 Erica Christianson, *Teacher of Household Arts*
 Lillian Josephine Christie, *Teacher of Fine Arts*
 Nancy J. Church, *Teacher of Household Arts*
 Marion G. Clark,

Teacher of History; Supervisor of History
 Mary Farnum Closs (Mrs.), *Teacher of English*
 Alma Johanna Cohen,

Teacher of Hygiene and Physical Education
 Mary Ruth Cohen,

Teacher of Hygiene and Physical Education
 Mary Channing Coleman,

Teacher of Hygiene and Physical Education
 Eva Comegys, *Teacher of Household Arts*
 Verle Frances Coppens,

Supervisor of Kindergartens
 Martin Joseph Corcoran,

Supervisor of Industrial Arts
 Grace Catherine Coyne,

Teacher of Hygiene and Physical Education
 Lelah Mae Crabbs, *Supervisor of Kindergartens*
 Josephine Clementina Cramer,

Teacher of Household Arts
 Eva Mildred Crane, *Teacher of English*
 Annie Elvins Crowell,

Teacher in Primary Schools
 John Morrison Curtis,

Designer and Interior Decorator
 Carmen de Goenaga, *Teacher of Household Arts*
 Evelyn Marie Davis, *Teacher of Mathematics*
 Mildred Ditmars Devereux,

Teacher of Household Arts
 May Pearl de Zeller, *Teacher of Mathematics*
 Eleanor Catherine Diehl,

Teacher of Household Arts
 Orlista Lillian Dikeman,

Teacher of Household Arts
 Martha Dabney Dinwiddie,

Teacher of Household Arts
 Julian Moses Drachman, *Teacher of English*
 Barbara Du Bois, *Teacher of Household Arts*
 Ellen Du Bois, *Teacher of Household Arts*

Helen Caroline Dunn, *Teacher of Household Arts*
 Alice Easterling, *Teacher of Fine Arts*
 Karl Wilhelm Ebeling,

Supervisor of Industrial Arts

Elizabeth W. Elliott,
Teacher of Hygiene and Physical Education

Mary Josephine Emendorfer,
Bachelor's Diploma in Elementary Supervision

Arthur Webster Emerson,
Teacher of Fine Arts

Elsa Josephine Erikson, *Teacher of School Music*
 Margaret Binford Evans,

Rural Extension Worker
 Isabelle Gunn Ferry, *Teacher of Household Arts*
 Eleanor Brynberg Forman,

Teacher of Religious Education
 Addie Coburn Gale, *Teacher of English*
 Anna Kate Garretson,

Supervisor of Elementary Schools
 Flora M. Gath, *Teacher of Household Arts*
 Almyra Mather Gaylord,

Supervisor of Kindergartens
 Madeline Miller Gebraetz,

Teacher of Fine Arts
 Anne George, *Teacher of Household Arts*
 Bess Gill, *Teacher of Household Arts*
 Laura Gillmore, *Supervisor of Primary Schools*
 Frances Adele Goddard,

Teacher of Household Arts
 Mollie Gold, *Teacher of Household Arts*
 Clarence Stoddard Goldsmith,

Supervisor of Industrial Arts
 Helen Crandall Goodspeed,

Supervisor of Household Arts
 Anna Goulet, *Teacher of School Music*
 Frances Grandin, *Teacher of Latin*
 Louise Robbins Grimes,

Principal of Elementary Schools
 Rose Camilla Grimes, *Teacher of Fine Arts*
 Daniel Francis Guiney, *Teacher of Mathematics*
 John Bernard Guiney,

Supervisor of Elementary Schools
 Edna Esther Haines, *Supervisor of Kindergartens*
 Francis C. Hall, *Teacher of Mathematics*
 Mary Hall, *Teacher of Household Arts*
 Warren Webb Halsey,

Principal of Elementary Schools
 Roberta Elizabeth Harding,

Teacher of Household Arts
 Marjorie S. Harrington, *Teacher of Fine Arts*
 Lovina Belle Hart,

Teacher of Hygiene and Physical Education
 Edith Maude Hawkins,

Teacher of Household Arts
 Isaac Heckelman, *Teacher of Industrial Arts*
 Marie Hennes, *Supervisor of Elementary Schools*
 Elizabeth De Main Henry,

Teacher of Hygiene and Physical Education
 Ella F. Herre, *Teacher of School Music*

- Edythe Pauline Hershey, *Dietitian*
 Elsie Estelle Hessler, *Teacher of Household Arts*
 Evelyn Wolfe Hewitt, *Teacher of Fine Arts*
 Katherine Helen Hicks, *Teacher of English*
 Nannie M. Hiden, *Adviser of Women*
 Louise Biles Hill (Mrs.), *Teacher of History*
 Herman Hjorth, *Supervisor of Industrial Arts*
 Edith May Hoffman, *Teacher of Household Arts*
 Ella Josephine Holley,
Supervisor of Elementary Schools
 Thomas Wells Hopkins,
Teacher of Industrial Arts
 Jean Hosford,
Teacher of Hygiene and Physical Education
 Helen Hubbell, *Teacher of Household Arts*
 Alice O. Huie,
Teacher of Hygiene and Physical Education
 Kathryn Hunter, *Teacher of Household Arts*
 Sarah E. Hyde,
Principal and Superintendent in Schools of
Nursing
 Evelyn Sloane Inglis, *Teacher of Household Arts*
 Katherine S. Ink, *Teacher in Schools of Nursing*
 Laurretta James, *Teacher of Household Arts*
 Adelaide Isabelle Johnson,
Supervisor of Elementary Schools
 Emma Johnson, *Teacher of Household Arts*
 Eleanor King Johnson,
Teacher of Household Arts
 Elizabeth Jones, *Teacher of Household Arts*
 Helen Evelyn Jones, *Teacher of School Music*
 Frances L. Kane, *Teacher of Household Arts*
 Myrtle Louise Kaufman,
Supervisor of Elementary Schools
 Lucy Kimball, *Teacher of Household Arts*
 Delia Christine Kling,
Supervisor of Kindergartens
 Louise Laitem, *Teacher of Household Arts*
 Helen Charlotte Lantz,
Teacher of Household Arts
 Bessie L. Larkin, *Teacher of History*
 Dorothy Marguerite La Salle,
Teacher of Hygiene and Physical Education
 Louisa Haven Sheafe Lawton,
Teacher of Industrial Arts
 Edla Marie Lindholm, *Teacher of Household Arts*
 Ruhe V. Linn, *Teacher of English*
 Anna Marie Love,
Teacher of Hygiene and Physical Education
 Cornelia Bartlett Luce,
Teacher of Household Arts
 Margaret Eulalia McAdory, *Teacher of Fine Arts*
 Marion Helene McAllister,
Teacher of School Music
 Pearl Louise McCloskey,
Supervisor of Hygiene and Physical Education
 Jane Louise McGrath,
Supervisor in Normal Schools
 Julie Connelly MacIntyre,
Teacher of Household Arts
 Lydia E. MacKnight (Mrs.),
Supervisor of Elementary Schools
 Margaret Parvin Masters,
Teacher in Primary Schools
 Ruth Evans Mathes (Mrs.),
Teacher of Household Arts
 Jessie Maver, *Teacher of School Music*
 Glenn Samuel Mayer,
Supervisor of Industrial Arts
 Charles Henry Meeker,
Teacher of Industrial Arts
 Amy Meinhold, *Teacher of Household Arts*
 Burr Jay Merriam, *Superintendent of Schools*
 Hermine W. Meyer, *Teacher of German*
 Blanche M. Miller, *Supervisor of School Music*
 Malinda Katharine Miller, *Teacher of History*
 Margaret Sawyer Miller,
Teacher of Household Arts
 Mary Minthorn, *Teacher of Household Arts*
 Myrla Morris,
Bachelor's Diploma in Primary Supervision
 Zella Harriet Morris,
Supervisor of Primary Schools
 Katherine Loretta Morrissey,
Teacher of Household Arts
 N. Catherine Morrissey, *Teacher of Fine Arts*
 Rebecca Muendel, *Teacher of Household Arts*
 Anna Leona Murphy, *Teacher of Household Arts*
 Georgia B. Murphy,
Supervisor of Kindergartens
 Carrie Lois Neidy, *Supervisor of Fine Arts*
 Winnie Nichols, *Teacher of Household Arts*
 Belle Northrup, *Teacher of Fine Arts*
 Charlotte O'Neil, *Teacher of Household Arts*
 Edgar Raymond O'Neill, *Teacher of Fine Arts*
 Ethel M. Orr,
Bachelor's Diploma in Supervision of
Elementary Education
 Robert Lewis Osswalt, *Teacher of Latin*
 Junia Roberts Osterhout, *Teacher of English*
 Gertrude M. Peene, *Teacher of Household Arts*
 Blanche Pfefferkorn,
Principal and Superintendent in Schools
of Nursing
 Martha Jone Phillips, *Teacher of Household Arts*
 Carrie M. Pimm, *Teacher of Household Arts*
 Regine Porges, *Teacher of Household Arts*
 Fanny Elizabeth Pray,
Teacher of Household Arts
 Leafa Laura Randall, *Teacher of Household Arts*
 Ethel Maria Robinson,
Supervisor of Kindergartens
 Anna Mildred Rochefort,
Supervisor of Elementary Schools
 Agnes Low Rogers, *Instructor in Education*
 Sigmund Jacob Rome, *Teacher of School Music*
 Rose Rosenfeld, *Teacher of Fine Arts*

Helen Augusta Ross, *Teacher of History*
 Ida O. Rudy, *Supervisor of Kindergartens*
 Ernestina Saliva,
Teacher of Hygiene and Physical Education
 Alphonse Joseph Sarré,

Teacher of Industrial Arts
 Lucy Somerville Saunders,

Supervisor of Rural Education
 Rhoda Schellenberg, *Teacher of Household Arts*
 Ruth Scott, *Supervisor of Elementary Schools*
 Virginia Fitzhugh Shearer,

Supervisor of Household Arts
 William Karakin Sherinian,

Teacher of Industrial Arts
 Blanche Alberta Skinner,

Supervisor of Elementary Schools
 Frances Beckwith Skinner,

Supervisor of Household Arts
 Anabel Smith, *Teacher of Household Arts*
 Flora Belle Snowdon, *Teacher of Household Arts*
 Etta R. Spier, *Supervisor of Primary Schools*
 A. Maud Sproat, *Supervisor of Primary Schools*
 Helen Louise Stall,

Designer and Interior Decorator
 Adda Mabel Starrett,

Supervisor of Elementary Schools
 Frederick William Steacy,

Instructor in Education
 Helen Louise Stevens, *Teacher of Fine Arts*
 Lenore Stevens, *Teacher of Fine Arts*
 Judson Lloyd Stewart,

Teacher of Industrial Arts
 Frances Stobaugh, *Teacher of Fine Arts*
 Wesley A. Stockinger, *Superintendent of Schools*
 Edna M. Stockton, *Teacher of Household Arts*
 Harry Suchman, *Teacher of School Music*
 Thomas Tammen, *Teacher of History*
 Margaret E. Taylor,

Supervisor of Primary Schools
 Elsie Huntting Thrall,

Teacher in Kindergartens
 Eleanor Davison Toaz,

Teacher of Household Arts
 Nellie A. Tower, *Teacher of English*
 Grace Townley, *Teacher of Household Arts*
 May Trumper, *Superintendent of Schools*

Departmental Certificates
 Gertrude Armenia Beers,

Industrial Arts in Elementary Schools
 Mildred Erald Burbank,

Teaching Household Arts
 Lucy R. Greenhalgh, *Teaching Household Arts*
 Mabel Foster Huntley, *Nursing and Health*

Elizabeth Tuller,
Teacher of Hygiene and Physical Education
 Myra Vance, *Teacher of English*
 Leonora Pauli Van der Slood,

Teacher of Household Arts
 Grace Lucille Van Syckle,

Teacher of School Music
 M. Madilene Veverka,

Supervisor of Rural Education
 Margaret Vierling, *Teacher of Household Arts*
 Marguerite Von der Au, *Teacher of English*
 Gilbert Charles George Wagner,

Teacher of Mathematics
 Helen Gertrude Walker,

Teacher of Household Arts
 Mary Frances Warren,

Supervisor of Elementary Schools
 Sarah Jane Weber, *Teacher of Household Arts*
 Anna Eleanor Webster,

Teacher of Household Arts
 Deborah Delp Weisel,

Supervisor of Industrial Arts
 Jane Betsy Welling, *Teacher of Fine Arts*
 Marian Josephine Wesley,

Supervisor of Elementary Schools
 Frank Elmer Weyer, *Superintendent of Schools*
 Lillian Whaley, *Teacher of Household Arts*
 Amelia Ursula Wheeler, *House Director*
 Luella N. C. Whitaker,

Supervisor of Primary Schools;
Teacher of English
 Blanche Skelton Wilhite, *Teacher of Fine Arts*
 Lilian Williams, *Teacher of Fine Arts*
 Mildred Newcomb Wilson,

Teacher of Household Arts
 Minnie J. Wilson,

Supervisor in Normal Schools
 Adelaide Jaros Wise,

Supervisor of Kindergartens
 Doris Ostrom Woodbury, *Dietitian*
 Annie Josephine Workman,

Supervisor of Primary Schools; Super-
visor of Kindergartens
 Henry Yungerman, *Teacher of Industrial Arts*
 Dorothy Zeman, *Teacher of Household Arts*
 Elsie Clarissa Ziese, *Teacher of Fine Arts*

Departmental Certificates

Henrietta M. Langner,

Teaching of Household Arts
 Mary L. Oriel, *Elementary Supervision*
 Louise Parsons, *Nursing and Health*
 Wilhelmina L. Vieh,

Supervision of School Music

DEGREES, DIPLOMAS AND CERTIFICATES CONFERRED

A full list of names of graduates who received 1916-1917 Columbia University degrees through Teachers College and Teachers College diplomas is included in the 'Register of Teachers College Students 1917-1918', which will be sent on application to the Secretary of the College.

SUMMARY OF DEGREES, DIPLOMAS, AND CERTIFICATES CONFERRED

1916-1917

Degrees:

Doctor of Philosophy	9
Master of Arts	305
Master of Science	2
Bachelor of Science	327

Teachers College Diplomas:

Awarded in connection with the Doctor of Philosophy degree	4
Awarded in connection with the Master of Arts degree	199
Awarded in connection with the Bachelor of Science degree	238
Teachers College Certificates	9

Total degrees and diplomas awarded 1,093

Distribution of the Professional Diplomas:

Instructor in Education	4
Teacher of Education	17
Superintendent of Schools	51
Principal of High Schools	8
Supervisor in Normal Schools	4
Principal of Elementary Schools	3
Supervisor of Elementary Schools	22
Supervisor of Primary Schools	7
Teacher in Primary Schools	2
Teacher in Kindergartens	3
Supervisor of Kindergartens	13
Adviser to Women and Girls	5
Supervisor of Religious Education	3
Teacher of Religious Education	3
Supervisor of Rural Education	4
Teacher of Rural Education	1
Teacher of Biology	2
Teacher of English	37
Supervisor of English	3
Teacher of Fine Arts	24
Supervisor of Fine Arts	1
Designer and Interior Decorator	2
Teacher of French	4
Teacher of German	5
Teacher of History	16
Supervisor of History	2
Teacher of Household Arts	85
Supervisor of Household Arts	9
Dietitian	3
Rural Extension Worker	1
House Director	1
Teacher of Industrial Arts	8
Supervisor of Industrial Arts	10
Teacher of Latin	8
Supervisor of Latin	1
Teacher of Mathematics	9
Supervisor of Mathematics	10
Teacher of School Music	11
Supervisor of School Music	2

Teacher of Hygiene and Physical Education	17
Supervisor of Hygiene and Physical Education	1
Teacher of Physical Science	5
Instructor in Schools of Nursing	2
Teacher in Schools of Nursing	1
Superintendent of Nurses and Principal of Training Schools	4
Master's Diploma in Education	4
Bachelor's Diploma in Education	3

*441

Teachers College Certificates	9
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* Includes, duplicate count, 8 students candidates for more than one diploma.

FELLOWS AND SCHOLARS FOR 1917-1918

FELLOWS

Grace H. Dodge Fellow

Fannie Wyche Dunn Farmville, Va.
Student, Peabody Normal College, 1895-
1897; B.S., 1915; graduate student, Teach-
ers College, 1916; A.M., 1917

Girl Scout Fellow

Louise M. Hall Brooklyn, N. Y.
A.B., Adelphi College, 1915; A.M., 1916

GRADUATE SCHOLARS

Research Scholars

Amasa Archibald Bullock Nanking, China
B.S., California, 1906; M.S., Chicago, 1909
Edward Samuel Evenden Warrenton, Ore.
Student, Oregon Normal School, 1899-1903;
A.B., Leland Stanford, 1910; A.M., Leland
Stanford, 1911
Ida Belle Lewis Shanghai, China
A.B., Morningside College, 1909; A.M.,
1916; Livingston Scholar, Teachers College,
1916-1917
Bruce Victor Moore Kokomo, Ind.
Student, Marion Normal, 1910; A.B., Indi-
ana, 1914; A.M., Indiana, 1917
Frank Charles Touton Edgerton, Wis.
Ph.B., Lawrence College, 1901; student,
Chicago, summer, 1905; A.M., 1917

Graduate Scholars

Wilford M. Aikin Columbus, Ohio
A.B., Muskingum, 1907; A.M., Michigan,
1913.
Abraham Jacob Burt New York City
A.B., Brown, 1916; graduate student,
Teachers College, 1916-
John Harrison Cook Circleville, Ohio
B.S., Ohio Northern University, 1908;
A.B., Miami, 1912; graduate student, Colum-
bia, summers, 1913, 1915, 1916, and 1917
Charles Sumner Crow Morgantown, W. Va.
A.B., West Virginia University, 1906; A.M.,
Harvard, 1913; graduate student, Teachers
College, 1912-1913, summer, 1913
Robert Alexander Cummins Bridgeport, Conn.
B.S., Illinois Wesleyan, 1909; A.M., Uni-
versity of Illinois, 1910; University of Wash-
ington, 1912-1914; Teachers College, 1914-
Anna Beatrice Doerschuk Oberlin, Ohio
A.B., Oberlin, 1906; graduate student,
Teachers College, 1916-
Jekuthial Ginsburg New York City
Student, Russian Gymnasium; student,
Cooper Union; student, Columbia, 1916-

Edgar Creighton Higbie Morris, Minn.
Student, Carleton College, 1900-1901; A.B.,
University of Chicago, 1907; A.M., Minne-
sota, 1909
Huber William Hurt Lebanon, Ill.
B.S., 1904, Iowa Wesleyan University; A.M.,
Iowa Wesleyan University, 1905; graduate
student, Armour Institute of Technology,
summer, 1906; University of Chicago, sum-
mers, 1905, 1910, 1911, 1915; Royal Uni-
versity of Berlin, 1911-1912; LL.D., Iowa
Wesleyan University, 1912, 1917; Columbia,
summer, 1917
Ella Esther Jordan Indianapolis, Ind.
Bible Training School, Chicago, 1909-1910;
A.B., De Pauw, 1911
Alice Krackowizer Yonkers, N. Y.
Student, Normal School, Stuttgart, Ger-
many, 1880-1883; Cook County Normal
School, 1885-1886; B.S. and B.Ed., Uni-
versity of Chicago, 1906; University of
Chicago, summer, 1907; Teachers College,
summer, 1913; Colorado State Teachers
College, 1913-1914; University of Califor-
nia, summer, 1915
Eleanor Mary Lally New York City
Student, Central Illinois Normal School,
1892-1893; A.B., University of Nebraska, 1914
Katharine Ong-neo Lim Singapore, Straits Settlements
Student, Goucher College, 1911-1913; A.B.,
Franklin College, 1915
Manuel S. Manongdo Caba, La Union, P. I.
A.B., Otterbein College, 1917
Clarence Nevel Smith New York City
Student, Idaho State Normal, 1905-1908;
B.L., University of California, 1912
Reuben Steinbach New York City
A.B., Johns Hopkins University, 1913, Ph.D.,
Johns Hopkins University, 1916
Clara Owsley Wilson Lincoln, Nebr.
Student, Chicago, Free Kindergarten Associ-
ation, 1909-1910; A.B., Nebraska, 1912;
A.M., University of Nebraska, 1914

Caroline Scholar

Sarah Frances Sale Danburg, Ga.
Diploma, Georgia State Normal, 1905; B.S.,
1912; graduate student, Teachers College,
1918-

Margaret Hoe Scholar

Laura Merrill Chassell Mount Vernon, Iowa
A.B., Cornell College, 1912; M.Di., Iowa
State Teachers College, 1913; A.M., North-
western, 1914; graduate student, Teachers
College, 1917-

Practical Arts Scholars

Mary Cornelia Catlin Brooklyn, N. Y.
A.B., Vassar, 1914

Mary Helena Wilbur Bethlehem, Pa.
Student, Pratt Institute, 1912-1913; A.B.,
University of Missouri, 1917

Livingston Scholars

Florence Doe Medford, Mass.
A.B., Wellesley, 1909
Irving Tientsing Hu Anking, China
A.B., Nanking, 1913; A.M., 1916
Mabel Marsh Kincaid, Kans.
A.B., Northwestern, 1910
Ruth L. Scudder Albany, N. Y.
A.B., Wellesley, 1916
Martha Van Allen Glen Ridge, N. J.
A.B., Vassar, 1916

Army and Navy Scholar

Rebecca Price Craighill Madison, Wis.
A.B., Wellesley, 1916

UNDERGRADUATE SCHOLARS

Tileston Scholar

Katharine Marie Cooper New York City
Diploma, Montclair State Normal, 1916;
student, Teachers College, 1916-

Fine and Industrial Arts

Alumni Scholar

Mary Alice Riddick Petersburg, Va.
Student, Teachers College, 1916-

Pond Scholar

Mary Morris Clayton Toronto, Canada
Diploma, Bucknell Institute, 1912; student,
Teachers College, 1912-1915

Charlotte Louisa Williams Scholar

Celia Gertrude Phelps Hornell, N. Y.
Diploma, Hornell Training Class, 1900; stu-
dent, Teachers College, 1908-1910

Earl Scholars

Sherman R. Cook Wells, Minn.
Diploma, Stout Institute, 1914; Wisconsin,
summers, 1914-1915; Teachers College, 1916-
Arthur W. Pedlar Brooklyn, N. Y.
Student, Teachers College, 1916-

Hoadley Scholar

Eleanor Miot Boatwright North Augusta, S. C.
Student, Tennessee, 1913-1916

Runyan Scholar

Elinor Bushnell Townsend Bolivar, Mo.
Student, Drury, 1912-1915; Teachers Col-
lege, 1916-

Helen Hartley Jenkins Scholar

Lillian Agnes Hudson Manitoba, Canada
Queen's University, Kingston, Canada, 1907-
1911; diploma, Johns Hopkins Hospital

Training School for Nurses, 1916; student,
Teachers College, 1916-

Caroline Scholar

Elizabeth Spaulding Denver, Colo.
Diploma, Platteville State Normal, 1898;
student, Teachers College, 1916-

Special Scholar

Annie Powlas Hickory, N. C.
Student, Lenoir College, 1915; student,
Teachers College, 1917-

Practical Arts Scholars

Edna A. Booth Kingston, Canada
Student, Queen's University, 1905-1906;
Teachers College, Summer 1916; 1917-
Cecelia Blumgarten New York City
Student, Teachers College, 1915-
Nelle Elizabeth Dowd New York City
Pd.B., Missouri State Normal, 1913; Stu-
dent, Chicago, 1914; Teachers College, 1917-
Marian Hamilton South Norwalk, Conn.
Student, Smith College, 1913-1915; B.S.,
Columbia, 1917
Beulah Margaret Johnson Ellicott City, Md.
Diploma, Sheppard Pratt Hospital, 1913; Di-
ploma, Maryland Institute, 1916; Student, Uni-
versity of Virginia, Summer 1910; Johns Hop-
kins, Summer 1911; Columbia, Summer 1914.
Harriette Eliz. McFadden Hollidaysburg, Pa.
Student, Teachers College, 1914-
Dorothy North Upper Montclair, N. J.
Student, Teachers College, 1916-
Mary Patricia O'Donnell New York City
Student, Teachers College, 1914-
Florence Terry East Bloomfield, N. Y.
Diploma, Mechanics Institute, 1911; Stu-
dent, Teachers College, 1917-

Gladys Josephine Ward Toronto, Canada
Student, Whitby Normal School, 1904;
B.S., 1918

Frances Elizabeth Watts Glen Ridge, N. J.
Student, Teachers College, 1915-

FOREIGN SCHOLARS

Steingrímur Arason Reykjavik, Iceland
Student, Teachers College, 1916-

Arous Hovanes Azadian Armenia
Student, Pratt Institute, 1914-1915; diploma
Adelphi College, 1917; Teachers College,
Summer 1917, 1917-1918

Zarobi D. Mesrobian Sivas, Turkey
Diploma, National School of Sivas, Turkey,
1909; diploma, Kindergarten Training School
1916; student, Teachers College, 1916-

Nabibax Jan Patet Bombay, India
Student, Ursinus College, 1913-1914; diploma
Central Theological Seminary, 1917; stu-
dent, Columbia, 1914-1918

Ikezono Tetsutaro Tokyo, Japan
A.B., St. Paul's College, 1915; student,
Teachers College, 1916-

Luba Tzvetanova Tzerovo, Bulgaria
Diploma, American Kindergarten Training
School, Sofia, 1911; student, Teachers Col-
lege, 1916-1918

ASSISTING SCHOLARS

Assisting scholars are appointed by the Dean and give assistance in the department to which they are assigned. In addition to the students named below, the Caroline scholar and Practical Arts scholars listed above are assisting scholars.

Esther Hyde Allen *Foods and Cookery*
Diploma, Drexel Institute, 1915

Sera Agnes Baumgartner *Textiles and Clothing*
Diploma, California State Normal, 1905;
Student, Teachers College, 1916-

Madge Tozer Bogart *Foods and Cookery*
Student, University of Minneapolis, 1903-
1906; Teachers College, 1915-

Ethel G. Conover *Foods and Cookery*
Diploma, MacDonald Institute, 1915; Stu-
dent, Teachers College, 1916-

Martha E. Dressler *Nutrition*
A.B., University of Southern California, 1914;
B.S., University of Washington, 1917; Stu-
dent Teachers College, 1917-

Rena S. Eckman *Biological Chemistry*
Diploma, Drexel Institute, 1909

Natalie K. Fitch *General Chemistry*
Student, Teachers College, Summers, 1915,
1916

Grace F. Hinchliffe *Biology*
A.B., Knox, 1910; Student, Chicago, Sum-
mer, 1910; A.M., Columbia, 1913

Lillian Hudson *Nursing and Health*
B.S., Columbia, 1917

Elsie Lucina Jones *Foods and Cookery*
A.B., College of Emporia, 1910; Student,
Teachers College, 1916-

Grace Keefe *Physical Education*
Diploma, Springfield Kindergarten Training
School, 1911

Benjamin T. Leland *General Chemistry*
A.B., Harvard, 1906; A.M., Brown, 1917;
Student, Teachers College, Summers, 1912,
1916, 1917

Lena Patterson *Fine Arts*
A.B., Ohio University, 1909; B.S., in Educa-

tion, Ohio, 1914; Student, Cincinnati Art
Academy, 1909-1910; Art Institute, Chi-
cago, 1916

Niles Roy Mossman *Industrial Arts*
Diploma, Kansas State Normal, 1901

William Arthur Pedlar *Industrial Arts*
Student, Teachers College, 1916-

Frances Philo *Physical Education*
A.B., Iowa State Teachers College, 1913

Theresa Idola Richmond *Nursing and Health*
Diploma, Newton Hospital, 1915

Dorothy Shank *Physical Education*
Diploma, Thomas Normal Training School,
1910; Student, Teachers College, Summers,
1911, 1912; 1916-

Marguerite Sharretts *Physical Education*
Student, Goucher College, 1914-1915; Uni-
versity of Wisconsin, Summer, 1914; Teach-
ers College, 1917-

Marion J. Sherwood *Industrial Arts*
Certificate, Western State Normal, 1907;
Student, University of Michigan, 1909-1910;
Student, Michigan Agricultural College, Sum-
mer, 1909

Alma Speer *General Chemistry*
A.B., University of Texas, 1913

Helen Clare Stevenson *Biology*
Student, Teachers College, 1915-

Robert G. Taylor *Fine Arts*
Student, New York University, 1910-1911;
School of Applied Design, 1914-1916

Mae Wells *Household Arts*
Student, Fitchburg Normal, 1896-1897;
Boston University, 1892-1893; B.S., Colum-
bia, 1914

REGISTER OF STUDENTS

1917-1918

TEACHERS COLLEGE

Candidates for the Master of Arts degree, Master of Science degree, Doctor of Philosophy degree, Teachers College professional diplomas or unclassified graduate students.

The following students are registered under the Faculties of Education or Practical Arts. The special departments of major interest are given in italics. Minor courses not in Education are also given in italics.

Officers in the University who are at the same time pursuing courses for the higher degrees are not included in this list. Wherever the name of a State is given after a degree, it signifies that the student has graduated from the given State University.

GRADUATE STUDENTS—1917-1918

Abbott, Edith Abigail	New York City	Axtell, Paul Henry	Deposit, N. Y.
A.B., Mt. Holyoke, 1904		A.B., Colgate, 1916. <i>English</i>	
Addis, Barbara	Brewster, N. Y.	Babcock, Clara Elizabeth	Potter Hill, R. I.
A.B., Smith, 1914		A.M., 1914; B.S., 1913. <i>Psychology</i>	
Aikin, Wilford M.	Columbus, O.	Bachrach, Flora	New York City
A.M., Michigan, 1913; B.S., Muskingum, 1907		A.B., Hunter, 1916. <i>Psychology</i>	
Albrecht, L. Dorothy	Los Angeles, Cal.	Bacon, Elizabeth Lyle	St. Paul, Minn.
A.B., Stanford, 1916. <i>Psychology</i>		A.B., Wellesley, 1915. <i>Fine Arts</i>	
Alexander, Frances Laura	Blanco, Tex.	Badanes, Bertha Rose	Brooklyn, N. Y.
A.B., Baylor, 1911. <i>Mathematics</i>		A.B., 1914. <i>French</i>	
Allen, Anna B.	Brooklyn, N. Y.	Bader, Edith M.	Terre Haute, Ind.
B.S., 1905		A.B., Indiana, 1910. <i>Philosophy</i>	
Allen, Lucy Branch	Leonia, N. J.	Ballou, Willard Alger	Brooklyn, N. Y.
A.B., Wellesley, 1897. <i>Rural Education</i>		A.M., 1915; B.S., 1913	
Allen, Margaret Elizabeth	Rahway, N. J.	Bangs, Mollie Louise	Lansing, Mich.
A.B., Smith, 1913		A.B., Michigan, 1908. <i>Religious Education</i>	
Allen, Thurma Marguerite	Laurens, Ia.	Barber, Catharine	East Cleveland, O.
B.S., 1917		A.B., Western Reserve, 1917	
Allyn, Eleanor	New York City	Barcus, Hugh Howard	Brooklyn, N. Y.
A.M., 1915, A.B., Mt. Holyoke, 1894		B.S., Purdue, 1900. <i>Mathematics</i>	
Alm, Oscar William	Opportunity, Neb.	Barland, Agnes Louise	Eau Claire, Wis.
A.B., Nebraska, 1917. <i>Administration</i>		A.B., Oberlin, 1914	
Ambler, Ruth Emma	Hudson Falls, N. Y.	Barnett, Idah Marie	Neenah, Wis.
Ph.B., Syracuse, 1907		A.B., Wisconsin, 1914	
Anderson, Grace Melleney	Brooklyn, N. Y.	Barnewall, Marie Alymer	New York City
B.S., 1916		A.B., Hunter, 1912. <i>English</i>	
Anthony, Elizabeth	Henderson, Ky.	Barr, Oskar Ogilvie	South Amboy, N. J.
M.L., California, 1914		B.S., 1917. <i>Administration</i>	
B.L., California, 1913		Barrus, Lena Wakefield	Lithia, Mass.
Arent, Emma	Badger, Ia.	B.S., 1915	
A.B., Iowa, 1912		Barry, Rena Elizabeth	Chicopee, Mass.
Armstrong, Sara Mitchell	Boston, Mass.	A.B., Trinity, 1917. <i>Household Arts</i>	
A.B., Tufts, 1901		Bartlett, Glenn	Wauseon, O.
Atchinson, Grace I.	New York City	A.M., 1912; B.S., 1911. <i>Rural Education, Psychology</i>	
B.S., 1917		Barto, Harriet Thompson	Urbana, Ill.
Atkinson, Louise Sibley	Brooklyn, N. Y.	A.M., 1917; A.B., Illinois, 1916. <i>Chemistry</i>	
B.S., 1912		Barto, Margaret Murray	Urbana, Ill.
		A.B., Illinois, 1917. <i>Physical Education</i>	

- Baruch, Bernard Brooklyn, N. Y.
B.S., C. C. N. Y., 1913. *Chemistry*
- Batchelor, Charles Bronk Brooklyn, N. Y.
A.B., 1906 *Physical Education*
- Bates, Ralph Fleming Westfield, N. J.
A.M., 1914; A.B., Colgate, 1911. *Secondary Education*
- Battery, Lita Alleen Lawrence, Kan.
A.B., Kansas, 1906
- Baxter, Mary Cecilia New York City
A.B., Hunter, 1914
- Baxter, Rosa Jackson Bellingham, Wash.
A.B., Drury, 1907. *Psychology*
- Baylor, Adelaide S. Indianapolis, Ind.
Ph.B., Chicago, 1897. *Household Arts*
- Beard, Eva Rorty New York City
A.B., Cornell, 1909
- Beck, Minna McLeod Atlanta, Ga.
B.S., 1914. *Fine Arts*
- Becker, Margaret Christina Leonia, N. J.
B.S., 1916. *Household Arts*
- Behrens, Luella Eva Redwood City, Cal.
A.B., Leland Stanford, 1915. *Psychology*
- Belting, Paul Everett Charleston, Ill.
A.B., Illinois, 1912
- Benedict, Ruth Fulton Douglaston, N. Y.
A.B., Vassar, 1909
- Bennett, George Lionel Hackensack, N. J.
A.M., 1913; A.B., Colgate, 1900
- Benton, Elma Hixson (Mrs.), Fergus Falls, Minn.
A.B., Minnesota, 1910. *History*
- Bergstresser, Clinton Artinius Brooklyn, N. Y.
M.S., Pennsylvania, 1910; A.M., Lafayette, 1905; A.B., Lafayette, 1903
- Berkson, Isaac Baer New York City
A.M., 1914; A.B., C. C. N. Y., 1912
- Bigelow, Aleda J. Seattle, Wash.
B.S., Chicago, 1905
- Bingham, Harriet Elise New York City
B. L., Michigan, 1906
- Birch, Blanche Louise New York City
A.B., Wellesley, 1902
- Blair, Herbert Francis Palisade, N. J.
A.M., 1917; B.S., Northwestern, 1915. *Administration*
- Blanchard, Gertrude Helena Gardner, Mass.
A.B., Smith, 1907. *Religious Education*
- Blankenship, Albert Silvanus Gatesville, Tex.
B.S., Texas, 1904
- Bliss, Ralph Potter Brooklyn, N. Y.
Ph.B., Colgate, 1899
- Bliven, Rose Emery New York City
A.B., Southern California, 1914. *Kindergarten*
- Blumenthal, Frances New York City
A.M., 1916; B.S., 1915
- Boardman, Anne Evelyn New York City
A.B., Boston, 1891
- Boegehold, Winifred Dorothy Mt. Vernon, N. Y.
A.B., 1914. *Fine Arts*
- Boehmke, Matthias J. W. New York City
A.B., Victoria, 1900; A.M., 1913. *Administration*
- Borden, Marion Allen Grantwood, N. J.
A.B., 1915. *English*
- Borklund, C. Arthur New York City
A.B., C. C. N. Y., 1904. *English*
- Bostater, Gertrude Elinor Montpelier, Ohio
A.B., Hillsdale, 1912
- Bosworth, Marguerite Blanche New York City
B.S., 1915. *Kindergarten*
- Bowdle, Blanche Foss Walnut Grove, Mo.
B.S., Missouri, 1912
- Boyer, Susie Estella Douglas, Neb.
A.B., Tarkio, 1906. *Physical Education*
- Brady, J. Wesley New York City
A.M., 1917; A.B., Queens, 1913
- Bragdon, Clifford Sawyer New Rochelle, N. Y.
A.B., Bowdoin, 1900
- Brandt, Maurice A. Brooklyn, N. Y.
A.M., N. Y. Univ., 1906; A.B., C. C. N. Y., 1898
- Bremer, Mary Althea New York City
A.B., Goucher, 1908. *Elementary Education*
- Breneman, John Howard Missoula, Mont.
A. M. Montana, 1917; A. B. Kansas, 1916
- Brewer, Irene Mamaroneck, N. Y.
A.B., Wellesley, 1912
- Bright, Ira J. Topeka, Kas.
B.S., Kansas, 1916. *Education Administration*
- Brinkerhoff, Anne M. New York City
A.B., Vassar, 1895
- Brisson, Mary Juanita West Gore, Nova Scotia, Canada
B.S., 1905. *Fine Arts*
- Bristol, Raymond Morean Brooklyn, N. Y.
A.B., Amherst, 1911. *Elementary Education*
- Brockett, Elisabeth Gault East Orange, N. J.
A.B., Mt. Holyoke, 1917. *Religious Education*
- Broughton, Leila Emeline New York City
B.S., 1917. *Physical Education*
- Brown, Agnes E. New York City
A.M., Michigan, 1905; B.S., South Dakota, 1900; *Spanish*
- Brown, Eugenia Evelyn Humboldt, Ia.
B.S., Iowa, 1917. *Institutional Administration*
- Brown, Gladys A. Farmington, Me.
A.M., 1915; A.B., Wellesley, 1914
- Brownell, Edith D. Sac City, Ia.
B.S., Iowa, 1915. *Nutrition*
- Buchanan, Beth New York City
A.B., Coe Coll., 1916
- Buckley, Grace Shelby, Ia.
A.B., Iowa, 1907
- Bullock, A. Archibald Nanking, China
M.S., Chicago, 1909; B.S., California, 1906. *Psychology*

- Bullock, William Wallace Arlington, N. J.
A.M., 1914; Ph.B., Colgate, 1899
- Bunce, Edgar Fenn Lodi, N. J.
B.S., 1916
- Burg, Bernard Benjamin Chicago, Ill.
B.S., Chicago, 1914. *Vocational Education*
- Burke, Agnes Winona, Minn.
B.S., 1913
- Burke, Barbara Berkeley, Calif.
A.B., California, 1917. *History*
- Burke, Beatrice Agatha Lewiston, Me.
A.B., St. Elizabeth, 1917
- Burke, Emma Jane Bismarck, N. D.
B.S., 1916
- Burns, Robert Leo Oswego, N. Y.
B.S., 1916. *Elementary Education*
- Burris, Eli Edward Philadelphia, Pa.
A.M., Pennsylvania, 1918; B.S., Pennsylvania, 1914
- Burt, Abraham Jacob New York City
A.B., Brown, 1916
- Burt, Jerome Brooklyn, N. Y.
Ph.B., Yale, 1914. *Mathematics*
- Busbee, Christiana Raleigh, N. C.
A.M., Cornell, 1908; A.B., Cornell, 1905.
Mathematics
- Busse, Florence E. Porter, Ind.
A.B., Northwestern, 1908
- Butler, Blanche Morton Minneapolis, Minn.
B.S., Chicago, 1909. *English*
- Byers, Marie Van Horn New York City
A.B., Smith, 1916
- Cammack, Margaret Louise St. Paul, Minn.
A.B., Minnesota, 1917. *Household Arts Education*
- Campbell, Agnes Dorothy Monmouth, Ore.
A.B., Oregon, 1913. *Fine Arts*
- Campbell, Lenna M. New York City
B.S., Macalester, 1913
- Carll, Florence Sargent South China, Me.
A.B., Colby, 1912. *Household Arts Education*
- Carothers, Willis Herbert Emporia, Kan.
A.M., Kansas, 1916; A.B., Kansas, 1907.
Administration
- Carr, Margaret Fryer Brooklyn, N. Y.
A.B., 1915
- Carter, Thomas Francis Nanking, China
A.B., Princeton, 1904
- Case, Adelaide Teague New York City
A.B., Bryn Mawr, 1908. *Religious Education*
- Casey, Catherine St. Paul, Minn.
A.B., Minnesota, 1908
- Catlin, Mary Cornelia Brooklyn, N. Y.
A.B., Vassar, 1914. *Physical Education*
- Caughey, May Ann Arbor, Mich.
A.B., Michigan, 1906
- Cavanagh, Mary Margaret Passaic, N. J.
A.B., Smith, 1910. *English*
- Chambers, Irene McAllister Shelbyville, Ind.
Ph.B., Denison, 1909. *Administration*
- Chandler, Mary Hammond Portsmouth, O.
A.B., Ohio Wesleyan, 1917. *Mathematics*
- Chang, Zah Ling Shanghai, China
A.B., St. John, 1917. *Administration*
- Chapman, Hazel Bliss Penn Yan, N. Y.
A.B., Rochester, 1910. *Elementary Education*
- Chapman, Lena M. New York City
A.B., Syracuse, 1899
- Charles, Shirley Mansfield San Diego, Cal.
A.B., Stanford, 1903. *Fine Arts*
- Charlton, Aruba Belle Cherokee, Ia.
Ph.B., Chicago, 1914
- Chase, Arthur Edwin New York City
A.B., Vermont, 1889
- Chassell, Laura Merrill Mt. Vernon, Ia.
A.M., Northwestern, 1914; A.B., Cornell (Iowa), 1912. *Psychology*
- Cheifetz, Sadie New York City
B.S., 1916
- Chen, Ho Chin Hangchow, China
A.B., Johns Hopkins, 1917. *Sociology*
- Cheney, Monona Lucile Barron, Wis.
A.B., Lawrence, 1914
- Cheng, Tsung Hai Hsiehshih Chepiang, China
A.M., 1917; A.B., Wisconsin, 1916. *Vocational Education*
- Chipkin, Israel Solomon New York City
A.M., 1915; B.S., 1913. *Educational Sociology*
- Clark, Bertha Winifred Hamilton, N. Y.
A.M., 1915; A.B., George Washington, 1902
- Clark, Claudia L. Redlands, Cal.
A.B., Stanford, 1908; *History*
- Clark, Elaine Harriet Rochester, N. Y.
A.B., Wellesley, 1917. *Kindergarten*
- Clark, Herbert Warner Westfield, N. J.
B.S., Colgate, 1913. *Vocational Education*
- Clark, Jennie Mae Rochester, N. Y.
A.B., Wellesley, 1899. *Mathematics*
- Clark, John Powell Brooklyn, N. Y.
A.B., Cornell, 1906. *Mathematics*
- Clark, Marion G. Nutley, N. J.
B.S., 1916. *History*
- Clarke, Helene de Guise, (Mrs.) New York City
A.M., Paris, 1898; A.B., College Peset, Paris, 1894
- Cleaver, William Geiss Bethlehem, Pa.
A.B., Franklin and Marshall, 1896
- Clowes, Helen Coe Hempstead, N. Y.
B.S., 1914. *Kindergarten Education*
- Cobb, Isabelle Scranton, Pa.
A.B., Wilson, 1913. *Household Arts Education*
- Cobb, Margaret Evertson Tarrytown, N. Y.
A.B., Vassar, 1917. *Psychology*
- Cockayne, Wilhelmina Dorothea Tiffin, O.
A.B., Heidelberg, 1911. *English*
- Cohen, Beatrice C. Yonkers, N. Y.
A.B., Hunter, 1910

- Coffman, Marion Chehalis, Wash. New York City
A.B., Washington, 1904
- Cohen, Morris New York City
B.S., C. C. N. Y., 1918. *Mathematics*
- Cole, Edward Harold New Rochelle, N. Y.
A.B., Harvard, 1915. *Administration*
- Coleman, William Alfred Arlington, N. J.
A.B., Ursinus, 1913
- Collins, Albert V. Westbury, N. Y.
A.M., Frederick, 1909; A.B., Boston, 1907.
Administration
- Collins, Sarah Louise Purchase, N. Y.
A.B., Bryn Mawr, 1917. *History*
- Conger, Napoleon McMinnville, Tenn.
B.S., Ohio, 1918
- Conlin, Eleanor Miriam Worcester, Mass.
A.B., Trinity, 1917. *Fine Arts*
- Conlon, Mary Anna New Rochelle, N. Y.
A.M., New Rochelle, 1915
- Cook, Carrie Pimm (Mrs.) New York City
B.S., 1917
- Cook, John Harrison Circleville, O.
A.B., Miami, 1912; B.S., Ohio Northern,
1908. *Administration*
- Corson, Guy Louis Hop Bottom, Pa.
A.B., Syracuse, 1914. *Administration*
- Cowden, Bess Corina Silverton, Ore.
A.B., Oregon, 1914. *English*
- Cox, Emily Miller New York City
A.B., Hunter, 1914
- Crabb, Alfred Leland Bowling Green, Ky.
B.S., Peabody, 1916. *Rural Education*
- Craighill, Rebecca Price Madison, Wis.
A.B., Wellesley, 1916. *Biology*
- Crane, Arthur Griswold Minot, N. D.
B.S., Carleton, 1902. *Administration*
- Crane, J. Ernest Butler, N. J.
Ph.B., Dickenson, 1911
- Creamer, Catharine Corinne Osborn, O.
B.S., Ohio, 1912. *Household Arts*
- Cressy, Earl Herbert Hangchow, China
A.B., Minnesota, 1907
- Cronin, Helen L. Charlestown, Mass.
A.B., Boston, 1912
- Cronyn, George William Bronxville, N. Y.
A.M., 1917; A.B., 1916. *English*
- Crouch, Eugene M. Jeffersonville, Ind.
A.B., Milligan, 1894. *Administration*
- Crouse, Walter Suplee Honeybrook, Pa.
Ph.B., Buckell, 1915
- Crow, Charles Sumner Morgantown, W. Va.
A.M., Harvard, 1913; A.B., West Virginia,
1906. *Educational Sociology*
- Cruise, M. Winnona E. Simcoe, Ontario, Can.
A.B., Toronto, 1912. *Household Arts*
- Cummins, Robert Alexander Bridgeport, Conn.
A.M., Illinois, 1910; B.S., Wesleyan, 1909.
Psychology
- Curoe, Philip R. V. New York City
A.M., 1915; B.S., C. C. N. Y., 1913
- Currier, Grace Mae Salix, Ia.
A.M., Chicago, 1914; A.B., Northwestern,
1911. *Household Arts*
- Dahlberg, Hatty Rosella Stanley, Wis.
B.S., 1916; *Household Arts*
- Davenport, Mildred Sara Griswoldville, Mass.
A.B., Wellesley, 1916. *Mathematics*
- Davies, Zachariah Waukesha, Wis.
B.D., McCormick, 1917; A.B., Cornell, 1914
- Davis, Minnie Lee Baltimore, Md.
B.S., 1911. *Elementary Supervision*
- Dawson, Alice Jersey City, N. J.
B.S., N. Y. Univ., 1918
- Day, Abbie Louise Cincinnati, O.
B.S., 1912. *Administration*
- Dayan, Marion Brooklyn, N. Y.
B.S., Elmira, 1917; A.B., Elmira, 1916. *Biology*
- Dearden, Gertrude Agnes New York City
A.B., 1917
- Deas, Sarah Beaufort West, S. A.
A.B., Huguenot (South Africa), 1903
- DeHoff, Leon Flushing, L. I.
A.B., Franklin and Marshall, 1905
- Detraz, Mary Julia Cincinnati, O.
A.B., Cincinnati, 1910
- Dewey, Carol McCurdy (Mrs.) Basking Ridge, N. J.
A.B., Ohio Wesleyan, 1913. *Religious Education*
- deWolff, Johanne Summit, N. Y.
- DeZeller, May Pearl New York City
B.S., 1917. *Mathematics*
- Dick, Abraham Harry New York City
B.S., C. C. N. Y., 1917. *Chemistry*
- Dickson, Marguerite New York City
A.M., 1916; A.B., Hunter, 1913
- Dillenberg, Clarice Helen Waukon, Ia.
A.B., Cornell, 1916. *Household Arts*
- Dillingham, Grace Louise Yorba Linda, Cal.
B.L., California, 1900
- Dilworth, Cora Williams Lincoln, Neb.
A.B., Nebraska, 1916
- Dodge, Bernice Frances Elkhart, Ind.
B.S., 1916; Ph.B., Chicago, 1906
- Doe, Florence Helen Medford, Mass.
A.B., Wellesley, 1909
- Doerschuk, Anna Beatrice Shanesville, O.
A.B., Oberlin, 1906
- Doherty, Mary New York City
A.M., 1914; B.S., 1912
- Dooley, William Henry Brooklyn, N. Y.
B.S., Harvard, 1905. *Vocational Education*
- Doremus, Mary Caroline Kingston, N. Y.
A.M., Washington, 1914; A.B., N. Y. State,
1908. *Psychology*

- Doris, Charles Brooklyn, N. Y.
A.B., Adelphi, 1916. *Elementary Education*
- Douglas, Constance San Miguel, Cal.
A.B., California, 1915. *Household Arts*
- Douglass, Carleton Ellsworth Baltimore, Md.
A.M., Central, 1898; A.B., Central, 1897;
Ph.B., Chicago, 1899. *Administration*
- Draper, Winifred Frances Yokohama, Japan
Ph.B., Syracuse, 1911
- Dresslar, Martha Estella Seattle, Wash.
B.S., Washington, 1917; A.B., California,
1913. *Nutrition*
- Duffee, Mary Marshall (Mrs.) New Brunswick, N. J.
A.B., 1908
- Dunn, Fannie Wycke Farmville, Va.
A.M., 1917; B.S., 1915. *Elementary Educa-
tion*
- Duryea Madeline Sarah Farmingdale, L. I.
B.S., 1916
- Dwyer, May Josephine New York City
A.B., 1917
- Eames, Susan Frances Jacksonville, Ill.
A.B., Illinois, 1907
- East, Anna Merritt Philadelphia, Pa.
B.S., Nebraska, 1912. *Institutional Admin-
istration*
- Easterbrook, George H. Louisville, Ky.
Ph.B., Chicago, 1914. *English*
- Eaton, Clara Cecelia New York City
A.M., 1911; A.B., 1908. *Mathematics*
- Ebbert, Lida M. Barberton, O.
Ph.B., Dickenson, 1908. *Mathematics*
- Edmond, Sarah Cohocton, N. Y.
B.S., N. Y. Univ., 1908
- Edmund, Gertrude New York City
B.S., Clark; Pd.B., B.S., N. Y., Ph.D., Jena,
Germany
- Eells, Ida Myra Helena, Mont.
B.S., 1910; A.B., Pacific, 1896
- Elliott, Lucy Cable Columbus, O.
B.S., 1914; A.B., Mt. Holyoke, 1904
- Elmore, May Terry Elmira, N. Y.
A.B., Elmira, 1892
- Ely, Dorothy Olivet, Mich.
A.B., Olivet, 1913. *Mathematics*
- Emme, Earle Edward Reddick, Ill.
A.B., Northwestern, 1916; B.D., Garrett
Biblical, 1917. *Religious Education*
- Endly, Juliette Elyria, O.
B.S., 1915
- Evenden, Edward Samuel Warrenton, Ore.
A.M., Stanford, 1911; A.B., Stanford, 1910.
Administration
- Fairfield, Wynn Cowan Shansi, China
A.B., Oberlin, 1907; B.D., Oberlin Theol.,
1910
- Farrell, Martha Syracuse, N. Y.
A.B., Syracuse, 1917. *Mathematics*
- Fernald, Floyd Monroe Leonia, N. J.
A.B., Syracuse, 1905. *Mathematics*
- Fernald, Helen Elizabeth Amherst, Mass.
A.B., Mt. Holyoke, 1914. *Fine Arts*
- Ferns, Edith Mt. Vernon, N. Y.
A.B., 1908
- Ferrin, Livia Ella Montclair, N. J.
A.M., 1915; A.B., Pacific, 1906
- Field, Helen Atwater Roselle, N. J.
B.S., 1913. *Elementary Supervision*
- Fielding, Dorothy Marie Englewood, N. J.
A.B., Ohio Wesleyan, 1915
- Finley, Charles W. Yonkers, N. Y.
M.S., Chicago, 1912; B.S., Chicago, 1910
- Fisk, Sarah Ellen Shell Rock, Ia.
B.S., 1913. *Psychology*
- Fitch, Florence Lee Mamaroneck, N. Y.
A.B., Doane, 1903
- Fitzsimons, Isabelle Virginia Weehawken, N. J.
A.B., Hunter, 1915
- Foley, Thomas Stanislaus New Rochelle, N. Y.
A.B., Boston College, 1913
- Folger, Harriet Winona, Minn.
B.S., 1904. *Biology*
- Forsyth, Margaret Elizabeth Germantown, Pa.
A.B., Goucher, 1917
- Foster, Miriam Choate Quincy, Mass.
A.B., Radcliffe, 1910. *English*
- Foulkes, Marie Wynne New York City
A.B., Wisconsin, 1913
- Fowler, Mary New York City
A.B., Vassar, 1911. *Mathematics*
- Frank, Edgar George St. Mary's, Ontario, Can.
B.D., Queen's (Kingston), 1917; A.B.,
Queen's, 1914
- Friedman, Miriam Brooklyn, N. Y.
A.B., Hunter, 1915. *English*
- Friedrich, Charles Henry Leonia, N. J.
A.M., 1916; B.S., 1914. *Administration*
- Friedrich, Samuel E. New York City
A.B., C. C. N. Y., 1917. *English*
- Frink, Robert Elias Tuckahoe, N. Y.
A.B., Williams, 1907. *Physics*
- Gage, Nina Diadamias New Haven, Conn.
A.B., Wellesley, 1905. *Administration*
- Gamber, Alfred F. Wakeman, O.
A.B., Oberlin, 1912. *History*
- Gamoran, Emanuel New York City
A.B., C. C. N. Y., 1917
- Garcia, Jose H. New York City
A.B., Santiago, 1904
- Gardner, Annie Port Chester, N. Y.
A.B., Hunter, 1914. *History*
- Garfinkel, Maurice A. New York City
L.L.B., N. Y. U., 1908; A.B., C. C. N. Y.,
1904
- Gauss, Esther Mary St. Louis, Mo.
A.B., Washington, 1908

- Gay, Laura S. Seneca Falls, N. Y.
B.S., Smith, 1896
- Geller, Henry William Duluth, Minn.
M.S., Illinois, 1906; B.S., Michigan, 1904
- Getman, Arthur K. New Brunswick, N. J.
B.S., Cornell, 1911
- Gibbes, Jessie Bertha New York City
A.M., 1911; B.L., Michigan, 1896. *Philosophy*
- Giehl, Jennie Augusta Newark, N. J.
Ph.D., Heidelberg, 1911; A.M., 1908; A.B., Vassar, 1902. *Administration*
- Gilligan, James T. Holyoke, Mass.
A.B., Amherst, 1916
- Gillmore, Mary Brownson New York City
Ph.B., Cornell, 1899
- Gilmore, Ethel Melinda New York City
A.B., Hunter, 1915. *Fine Arts*
- Ginsburg, Jekuthial New York City
- Gippe, Hilda M. Watson, Minn.
A.M., 1916; A.B., Minnesota, 1905. *Rural Education*
- Glascok, Josephine Richards Upperville, Va.
A.B., Vassar, 1917. *Psychology*
- Glenn, Earl Rouse New York City
A.B., Indiana, 1913
- Glucksmann, Vanessa New York City
A.B., Vassar, 1914. *Physical Education*
- Goetzinger, Katherine Bertha New York City
A.M., 1916; A.B., Minnesota, 1904
- Goldman, Louis Albert Brooklyn, N. Y.
A.B., C. C. N. Y., 1913
- Goldsmith, Elizabeth New York City
B.S., 1917
- Goll, Bertha Clemena Brooklyn, N. Y.
B.S., 1915. *English*
- Goodspeed, Helen Crandall Penn Yan, N. Y.
B.S., 1917. *Household Arts*
- Gorton, Edna Winifred Warren, O.
A.B., Western Reserve, 1913. *Administration*
- Graham, Bessie Spokane, Wash.
B.S., Washington, 1911. *Household Arts*
- Graham, Bessie Frazier Lee, Mass.
A.B., Wellesley, 1914
- Graves, Katharine Bradford Philadelphia, Pa.
A.B., Vassar, 1917; B.S., Pennsylvania, 1916. *Psychology*
- Gray, Annie Broome Prince Frederick, Md.
B.S., 1917. *Industrial Arts*
- Greathead, Elsie Selene McConnellsburg, Pa.
B.S., 1914. *Elementary Supervision*
- Greenfield, Solomon Charles Brooklyn, N. Y.
B.S., C. C. N. Y., 1917. *Mathematics*
- Griffin, Orwin Bradford Peabody, Mass.
A.M., Boston, 1917; A.B., Boston, 1915. *Administration*
- Grimstoldt, George Kristiania, Norway
A.M., Washington, 1916; A.B., Washington, 1915
- Gross, James Heilman Westfield, N. J.
A.B., Pennsylvania, 1913
- Gross, Olive A. Baltimore, Md.
A.B., Goucher, 1915
- Grossman, Gladys Freda New York City
A.B., Adelphi, 1916. *Fine Arts*
- Grover, Elbridge Cook Closter, N. J.
B.S., Harvard, 1915
- Guinee, Julia Frances New York City
A.B., Hunter, 1917. *Physical Science*
- Guinee, Marie Loretta New York City
A.B., Hunter, 1917. *Mathematics*
- Gunter, Susie Will Columbus, Miss.
A.B., Miss. I. I. and C., 1911. *Household Arts*
- Gurley, Raymond Bennett East Orange, N. J.
A.M., 1915; Ph.B., Chicago, 1909; Pd.B., N. Y. State Normal, 1899
- Gustafson, Floyd William Fort Dodge, Ia.
A.B., Grinnell, 1912
- Gutman, Pauline Ehrich New York City
A.B., Wellesley, 1915
- Haas, Raymond Edward Ardmore, Pa.
A.B., Gettysburg, 1914. *Administration*
- Hadsell, Eleanor Gertrude New York City
B.S., 1915. *Fine Arts*
- Hagemeyer, Helen Butler, Ky.
A.B., Wellesley, 1916. *Household Arts*
- Hagemeyer, Mabel Butler, Ky.
A.B., Wellesley, 1916. *Household Arts*
- Haines, Sarah Deborah Norman, Okla.
A.M., 1917; A.B., Oklahoma, 1913. *Household Arts*
- Hall, Francis Chauncey New York City
B.S., 1916. *Mathematics*
- Hall, Louise May Brooklyn, N. Y.
A.M., 1916; A.B., Adelphi, 1915. *Scouting*
- Hall, Margaret Pynchon New York City
A.B., Hunter, 1912. *Household Arts*
- Hall, Robert Milton Baltimore, Md.
A.M., 1916; B.S., 1915
- Hamilton, Marian South Norwalk, Conn.
B.S., 1917. *Household Arts*
- Hamilton, Otto Templar Oaklandon, Ind.
L.L.B., Indiana, 1911; A.B., Indiana, 1911
- Handy, Seymour New Rochelle, N. Y.
A.B., Syracuse, 1904
- Hanger, James Howard Bancroft, Kan.
A.M., Kansas, 1911; A.B., Baker, 1910
- Hanley, Frances Lee New York City
M.S., N. Y. Univ., 1916; B.S., Normal, 1909; *History*
- Hanna, Clarence Worthington, Ind.
Ph.B., Franklin, 1910. *English*
- Harap, Henry New York City
B.S., C. C. N. Y., 1916
- Hardie, Mary E. Bowdinhams, Me.
A.B., Bates, 1909. *Science*
- Harned, Elizabeth Townsend Philadelphia, Pa.
A.B., Wellesley, 1912

- Harper, Helen Peekskill, N. Y.
A.B., Wells, 1916. *Psychology*
- Harris, Herman Lee Coburn, Va.
A.B., William and Mary College, 1915
- Harris, Maude Lyman Rockwell, Ia.
A.B., Cornell, 1909
- Harrison, Florence Urbana, Ill.
B.S., Illinois, 1908. *Household Arts*
- Hart, Bessie Bonita Springvale, Me.
A.B., Bates, 1912. *Latin, English*
- Hart, Frank W. Prescott, Ariz.
A.B., Indiana, 1908. *Administration*
- Hartman, Gertrude Bryn Mawr, Pa.
A.B., Bryn Mawr, 1905
- Hartnett, Edmond Emmett New York City
B.S., 1917; Pd.B., Missouri State, 1905.
Vocational Education
- Hartung, Mignon Martha Wyckoff, N. J.
A.B., Wells, 1915
- Haubin, James Proctor Sugar Grove, Pa.
A.B., N. Y. State, 1910
- Haupt, Mrs. Walter C. New York City
A.B., Bryn Mawr, 1912. *Psychology*
- Hausman, Amelia Elizabeth Grantwood, N. J.
B.S., Middlebury, 1903. *French*
- Hayes, Kathleen Valerie Severy, Kan.
A.B., Washburn, 1905. *Latin*
- Hazzard, Stanley B. Mt. Vernon, N. Y.
A.M., 1917; A.B., Colgate, 1914; B.D.,
Union Theol. Sem., 1917
- Heinmiller, Louis Edward Glen Ridge, N. J.
B.S., Rochester, 1911. *Administration*
- Heinzelmann, Paul Yonkers, N. Y.
A.M., London, 1913
- Hellyar, Marian Palmer, Mass.
A.B., Mt. Holyoke, 1906. *Latin*
- Henderson, Bertha Fairbury, Neb.
B.S., Chicago, 1910. *Geography*
- Herr, Louis A. Fortville, Ind.
B.S., 1917. *Fine Arts*
- Herre, Ella F. Brooklyn, N. Y.
B.S., 1917
- Hertzler, Silas Denbigh, Va.
B.D., Yale, 1917; A.B., Goshen, 1913. *Religious Education*
- Hetherington, Daisy Alford Sacramento, Cal.
A.M., Wisconsin, 1917; A.B., Wisconsin,
1915
- Hewson, Mary Anne Rochester, N. Y.
B.S., 1909. *Administration*
- Hicks, Katharine Helen Scranton, Pa.
B.S., 1917
- Higbie, Edgar Creighton Morris, Minn.
A.M., Minnesota, 1909; A.B., Minnesota,
1907. *Administration*
- Hildenbrand, Sophie Mary New York City
A.B., 1917. *English*
- Hill, Clara Mossman Norwalk, Conn.
A.B., Vassar, 1895
- Hill, Ella Augusta Yonkers, N. Y.
A.B., Wellesley, 1916
- Hill, Ralph Carlyle Mt. Vernon, Ia.
A.M., 1917; B.S., Cornell (Iowa), 1912
- Hill, Zilpha Robbins Greenwich, Conn.
A.B., Knox, 1910
- Hinchliff, Grace F. Galesburg, Ill.
A.M., 1913; A.B., Knox, 1910. *Nutrition*
- Hinkel, Martha E. Chicago, Ill.
B.L., Northwestern, 1901
- Hinton, Charles W. Locust Valley, N. Y.
A.M., 1916; Ph.B., Mississippi, 1898
- Hirschberg, Arthur Abraham Brooklyn, N. Y.
A.B., C. C. N. Y., 1916. *History*
- Hitchcock, George Preston Brooklyn, N. Y.
L.L.B., 1910; A.B., Amherst, 1892
- Hodgson, Balm M. Yonkers, N. Y.
A.B., Oregon, 1898
- Hoermann, Emma Hoboken, N. J.
B.S., 1915
- Hoffer, Irwin Seymour Palmyra, Pa.
A.B., Harvard, 1917
- Hoffman, Esther New York City
A.B., Hunter, 1915
- Hogon, Luther Rice Agnes, Ga.
A.B., Mercer, 1894
- Holbrook, Helen Shepard Evanston, Ill.
A.B., Vassar, 1904
- Holiday, Sadie Gregg Burlington, Ia.
A.B., Iowa, 1909. *Household Arts*
- Holloway, William James Baltimore, Md.
A.M., 1912
- Holmes, Margaret Cook Brooklyn, N. Y.
A.B., Adelphi, 1915
- Holmes, Margaret Hamerik Baltimore, Md.
B.S., 1915. *Psychology*
- Honeywell, Hannah Elizabeth Walton, N. Y.
A.B., Mt. Holyoke, 1910. *Food Chemistry*
- Hood, Edward Clark Flushing, N. Y.
A.M., 1903; A.B., Amherst, 1897
- Hoover, Troy Jay Trappe, Ind.
A.B., North Carolina, 1913. *Administration*
- Horton, Walter Marshall Arlington, Mass.
A.B., Harvard, 1917
- House, Florence Elizabeth Salonica, Greece
B.S., 1915. *Industrial Arts*
- Howell, Genevieve d'Auvergne Brooklyn, N. Y.
B.S., 1916. *Household Arts Education*
- Hu, Irving Tientsing Anking, China
A.M., 1916; A.B., Nankin, 1913. *Administration*
- Hudson, Lillian A. (Mrs.) Lyn, Ontario, Can.
B.S., 1917
- Hughes, Edith Morris South Orange, N. J.
A.B., Mt. Holyoke, 1917. *Psychology*
- Hull, Isabelle McFarlane Brooklyn, N. Y.
A.B., Michigan, 1912
- Humphrey, Ethelwyn Florence New York City
A.B., Boston, 1903. *Fine Arts*

- Humphrey, Louise George Ypsilanti, Mich.
Ph.B., Michigan, 1898; Pd.B., Michigan
State, 1899
- Humphreys, Pauline Annette Humphreys, Mo.
Ph.B., Chicago, 1915
- Hunt, Charles Wesley New York City
A.M., 1910; A.B., Brown, 1904. *Elementary
Education, Administration*
- Hunt, Leila Wall Pullman, Wash.
B.S., Washington State Coll., 1908; *House-
hold Arts Education*
- Hupper, Marjorie Alden Martinsville, Me.
A.B., Mt. Holyoke, 1917. *Nutrition*
- Hurley, Ella May Port Richmond, N. Y.
A.B., Hunter, 1917. *Latin*
- Hurst, Eleanor Robb Elyria, O.
A.B., Ohio Wesleyan, 1916
- Hurt, Huber William Lebanon, Ill.
LL.D., Iowa Wesleyan, 1912; A.M., Iowa
Wesleyan, 1905; B.S., Iowa Wesleyan, 1904.
Administration
- Hutchison, Josephine Ladner Mineral Point, Wis.
A.B., Illinois, 1917. *Physical Education*
- Hutsinpillar, Jessie Ironton, O.
A.M., Ohio State, 1909; A.B., Wellesley, 1902
- Hylbert, Margaret Runyan (Mrs.) Boston, Mass.
A.M., Bucknell, 1905; A.B., Bucknell, 1902
- Hylbert, Lewis Columbus New York City
B.D., Crozer Theol., 1908; A.M., Bucknell,
1908; A.B., Bucknell, 1905
- Ikezono, Tetsutaro Tokio, Japan
A.B., St. Paul, 1915
- Irvine, Elizabeth S. New York City
B.S., 1917; A.B., Hunter, 1904. *Elementary
Education*
- Irwin, Edith Coelia Newtown, Conn.
A.B., Wellesley, 1898. *Institution Adminis-
tration*
- Isaacs, Mervin New York City
A.M., 1915; A.B., C. C. N. Y., 1913. *Psy-
chology*
- Jackson, Catharine Ethel Singapore, S. S.
Ph.B., DePauw, 1901. *Religious Education*
- Jackson, Ray Albene Leonia, N. J.
B.S., Colgate, 1915. *Administration*
- Jacobson, Eda Augusta Urbana, Ill.
A.B., Illinois, 1908. *Household Arts*
- Jaffee, Louis R. Brooklyn, N. Y.
A.M., 1914; A.B., C. C. N. Y., 1910
- Jesse, Mary Daniel Ashland, Va.
B.S., Missouri, 1910. *Secondary Education*
- Jeteur, Mathieu Verviers, Belgium
L.B., Royal, 1912. *French*
- Johnson, William Foye Provincetown, Mass.
A.M., 1915; B.S., 1914
- Jones, Avis Sessions Colorado Springs, Col.
A.B., Colorado State Teachers, 1915
- Jones, Bertha Marie Champaign, Ill.
A.B., Illinois, 1911
- Jones, Clara Virginia Henry, Ill.
A.B., Oberlin, 1904. *German*
- Jones, Elsie Lucius Topeka, Kan.
A.B., Emporia, 1910. *Household Arts Edu-
cation*
- Jordan, Arthur Melville Sunbury, N. C.
A.M., Trinity, 1909; A.B., Randolph-Macon,
1907
- Jordan, Ella Esther Indianapolis, Ind.
A.B., DePauw, 1911. *Religious Education*
- Kean, Florence Rose Manchester, N. H.
A.B., Trinity, 1917. *French*
- Keeler, Benjamin Carlos Oyster Bay, L. I.
A.B., St. Lawrence, 1914
- Kelley, Richard Carlyle Iowa City, Ia.
A.B., Iowa, 1903. *Vocational Education*
- Kissock, May Sutherland Brooklyn, N. Y.
A.B., Smith, 1908
- Kling, Delia Christine Brooklyn, N. Y.
B.S., 1917. *Elementary Supervision*
- Kneip, Mary Helene Detroit, Mich.
B.S., 1915. *Philosophy*
- Knight, Martha Grover Deer Isle, Me.
B.S., Maine, 1909. *Elementary Education*
- Knowles, Frank T. Bellerose, N. Y.
A.B., C. C. N. Y., 1894. *Mathematics*
- Konowitz, Isidor M. New York City
A.B., C. C. N. Y., 1917. *History*
- Koon, Cline Morgan Monongah, W. Va.
B.S., West Virginia, 1915. *Administration*
- Krackowizer, Alice Marie Yonkers, N. Y.
A.M., 1917; B.S., Chicago, 1906
- Krane, Daniel Golden New York City
B.S., C. C. N. Y., 1916
- Kumler, Katharine Walter Norwalk, O.
A.B., West Virginia, 1913. *Textiles and
Clothing*
- Kümmerle, Harrison Mathew New York City
B.S., C. C. N. Y., 1914
- Kunkleman, Duly Jay Lima, O.
A.B., Ohio Wesleyan, 1909
- Lacy, John Veere South Milwaukee, Wis.
B.D., Garrett Biblical, 1917; A.B., Ohio
Wesleyan, 1915
- LaDame, Mary North Adams, Mass.
A.B., Brown, 1906
- Lally, Eleanor Mary New York City
A.B., Nebraska, 1914
- Lamond, Henry Chester Wollaston, Mass.
A.B., Harvard, 1917
- Landesman, Alter F. Cleveland, O.
A.B., Western Reserve, 1917. *Administration*
- Lane, Francis New York City
M.D., George Washington, 1885; A.B., Dart-
mouth, 1881
- Langer, Hajnalka New York City
A.B., Hunter, 1911

- Larrabee, Harold Alkins Melrose, Mass.
A.B., Harvard, 1916
- Larrabee, Doris Kennard Melrose, Mass.
A.B., Boston, 1916. *Religious Education*
- Latzer, Irma Ada Highland, Ill.
A.M., 1916; A.B., Illinois, 1915
- Lawn, Jerome Murray Brooklyn, N. Y.
A.B., C. C. N. Y., 1912
- Ledyard, Helen Bell Pasadena, Cal.
A.B., Stanford, 1917
- Lee, Katharine Newhall (Mrs.) Berkeley, Cal.
A.B., Mills, 1909
- Lee, Shao Chang Canton, China
A.B., Yale, 1917
- Lehman, Eugene Heitler New York City
A.M., Yale, 1910; A.B., Yale, 1902
- Leland, Benjamin Towne Worcester, Mass.
A.M., Brown, 1917; A.B., Harvard, 1906
- Leland, Samuel Robb New York City
B.D., Drew, 1910; A.B., Hanover, 1905
- Leonard, Geneva Aurora Redbank, N. J.
Ph.B., Vermont, 1907
- Leonard, Sterling Andius Yonkers, N. Y.
A.M., Michigan, 1909; A.B., Michigan, 1908.
English
- Lepperd, Julius Wayne Carlisle, Pa.
A.B., Dickinson, 1916
- Leventhal, Murray J. Brooklyn, N. Y.
A.M., 1913; A.B., C. C. N. Y., 1911
- Leverett, William Josiah Binghamton, N. Y.
A.B., Yale, 1891
- Levy, Clara Newark, N. J.
B.S., N. Y. Univ., 1916. *Philosophy*
- Lew, Timothy Tingfang Wenchow, China
A.M., 1915; A.B., 1914. *Psychology*
- Lewis, Elizabeth Edith West Medford, Mass.
Ph.B., Vermont, 1907
- Lewis, Ervin Eugene Iowa City, Ia.
A.M., Stanford 1909; A.B., Stanford 1907
- Lewis, Helen Warrell Millville, N. J.
A.B., Goucher, 1916. *English*
- Lewis, Ida Belle Shanghai, China
A.M., 1916; A.B., Morningside, 1909. *Administration*
- Lewis, Laura Frances Buckhannon, W. Va.
A.B., West Virginia, 1907
- Lieberman, Jacob New York City
B.S., C. C. N. Y., 1915
- Lillie, Dorothy Alice Coopersville, Mich.
B.S., Michigan, 1917. *Household Arts*
- Lim, Katharine Ong-Neo Singapore, Straits Se.
A.B., Franklin, 1915. *Kindergarten*
- Lindsay, Flora Robertson New York City
A.B., Wellesley, 1917. *Household Arts*
- Lindsay, Olivia Catherine Toronto, Can.
A.B., Toronto, 1903
- Linke, Edith Adelaide Yonkers, N. Y.
A.B., Smith, 1908
- Linn, John Sheridan Bay Shore, N. Y.
A.M., 1916; A.B., Lafayette, 1911. *Administration*
- Lintz, Wilhelmina St. Marys, O.
A.B., Miami, 1911
- Lippe, Adolph A. New York City
B.S., C. C. N. Y., 1896
- Lisk, Henrietta New York City
A.M., 1917; M.S., Florida State, 1909;
B.S., Florida State, 1907
- Little, Eleanor Howell Media, Pa.
A.M., 1915; A.B., Wellesley, 1908
- Lombard, Clarence Willard South Portland, Me.
A.B., Bates, 1911. *Secondary Education*
- Lord, Margaret Wallace Los Angeles, Cal.
A.M., 1918; A.B., Redlands, 1915
- Lott, Marietta Creed Jamaica, L. I.
A.B., 1917. *Physical Education*
- Lovely, Thomas J. Brooklyn, N. Y.
A.B., C. C. N. Y., 1918. *History*
- Lowrie, Sara Finney Tyrone, Pa.
A.B., Goucher, 1916. *Physical Education*
- Lucey, Daniel Christopher New York City
B.S., 1917. *Industrial Arts*
- Luddington, Harriet Adelaide Brooklyn, N. Y.
B.S., 1906
- Luft, Harry Leopold Haverstraw, N. J.
B.S., 1915. *Physical Education*
- Lytton, Mabel Clare West Bedford, O.
B.L., Ohio Wesleyan, 1908
- McClure, Helen New York City
B.S., 1913. *Nutrition*
- McCrae, Annie New York City
B.S., 1912. *Fine Arts*
- McCrum, Alma Huntingdon, Ind.
B.S., 1916. *Elementary Supervision*
- McDaniel, Leon Sayre Kingwood, W. Va.
A.B., Bethany, 1914
- MacDonald, Cecil Clark Lawrence, L. I.
A.M., Delaware, 1910; A.B., Delaware, 1901.
- McElroy, Maude Agnes Ottumwa, Ia.
A.M., 1910; A.B., Western, 1906. *English*
- McGinn, Catherine Agnes Brooklyn, N. Y.
A.B., Adelphi, 1912. *English*
- McGinty, Mary Elizabeth Brooklyn, N. Y.
B.S., N. Y. Univ., 1916
- MacGowan, James Reese Smithport, Penn.
A.B., Alleghany, 1914
- MacGregor, Kate Miller Hillburn, N. Y.
B.S., 1912. *Elementary Education*
- MacKinnon, Marion Grace Seattle, Wash.
A.B., McGill, 1910. *Household Arts*
- MacKnight, Lydia Edwardina St. Louis, Mo.
B.S., 1917. *Elementary Education*
- McLane, Fannie Moulton New York City
A.M., 1912; A.B., 1907. *Psychology*
- McMillan, William Buchanan Chatham, N. J.
A.B., Southwestern, 1916. *Administration*

- McNeill, John Francis Brooklyn, N. Y.
A.B., N. Y. State, 1916
- MacNeish, Harris Franklin New York City
Ph.D., Chicago, 1909; M.S., Chicago, 1905;
B.S., Chicago, 1902
- Mabbett, Bertha Frances Saratoga Springs, N. Y.
B.S., N. Y. State, 1917. *Practical Arts*
- Macke, Una New York City
A.B., California, 1917. *History*
- Madison, Arthur Alexander Montgomery, Ala.
A.B., Bowdoin, 1910
- Mair, George New York City
A.B., Harvard, 1916. *Religious Education*
- Mandel, Samuel New York City
A.B., C. C. N. Y., 1906
- Manongo, Manuel S. Caba, LaUnion, P. I.
A.B., Otterbein, 1917
- Mapes, Florence Adelle Duncombe, Ia.
A.B., Northwestern, 1911
- Marsh, Mabel Kincaid, Kan.
A.B., Northwestern, 1910. *Elementary Education*
- Marshall, Thomas Franklin New York City
A.M., 1908; B.D., Union Theol, 1908; A.B.,
Lake Forest, 1894
- Martin, George Ellsworth Kearney, Neb.
A.B., Nebraska, 1914. *Administration*
- Martin, Harry S. Peking, China
A.M., B.D., Yale, 1910; A.B., Carleton, 1903
- Mathews, Julia Los Angeles, Cal.
A.B., Stanford, 1901. *Psychology*
- Mattox, Elmer Lincoln Hangchow, Che, China
A.B., Parsons, 1890
- Mayer, Otto Miles Center, Ill.
A.M., Chicago, 1917; Ph.B., Chicago, 1916
- Mead, Frederica Rutherford Plainfield, N. J.
A.B., Smith, 1911. *Religious Education*
- Merritt, Esther M. Potsdam, N. Y.
A.B., Smith, 1917
- Merritt, Laura Belle Geneva, N. Y.
Ph.B., Syracuse, 1909
- Mesloh, Selma Louise Columbus, O.
A.B., Ohio State, 1915; B.S., Ohio State,
1915. *Physical Education*
- Metcalf, Thomas Nelson New York City
A.M., Oberlin, 1912; A.B., Oberlin, 1912
- Meyer, Jacob Gible Elizabethtown, Pa.
A.M., 1915; A.B., Franklin and Marshall,
1910. *Secondary Education*
- Miller, Donald Herbert Peekskill, N. Y.
A.B., 1907. *Physical Science*
- Miller, Margaret Isabel, South Hammond, N. Y.
Ph.B., Syracuse, 1904. *Elementary Education*
- Miller, Paul S. Weehawken, N. J.
A.B., Pennsylvania, 1910
- Miner, Gladys Irene Bloomington, Ill.
B.S., Illinois Wesleyan, 1911. *Household Arts*
- Mohler, Louis M. Van Wert, Ohio
A.M., 1915; B.S., 1914
- Moore, Bruce Victor Kokomo, Ind.
A.M., Indiana, 1917; A.B., Indiana, 1914.
Vocational Education
- Morris, Caroline Elizabeth Olean, N. Y.
A.B., Syracuse, 1916
- Morris, William Louis Fall River, Mass.
A.B., Holy Cross, 1909. *English*
- Morrison, John Cayce Leonia, N. J.
A.M., 1916; B.S., 1915; A.B., Valparaiso,
1912. *Administration*
- Moses, Isidore Edwin New York City
Pd.M., N. Y. Univ., 1914; A.B., C. C. N. Y.,
1911
- Mousigian, Mardiros Der Hovhones
Van, Armenia
B.S., 1917; A.B., Kansas, 1916. *Biology*
- Murdoch, Katharine Pittsburgh, Pa.
A.M., 1913; B.S., 1912. *Psychology*
- Murphy, Marie E. New York City
A.B., Hunter, 1913
- Murtland, Cleo New York City
B.S., 1917. *Vocational Education*
- Myers, Ray Franklin Passaic, N. J.
A.B., Indiana, 1914
- Nead, Raymond Harker Woodhaven, N. Y.
A.M., 1917; A.B., Dartmouth, 1911
- Neer, Imogene Paterson, N. J.
A.B., 1916
- Neff, Lillian M. Brooklyn, N. Y.
A.B., Syracuse, 1907
- Nenno, Katherine Elinor Pomona, Cal.
A.B., Wyoming, 1914
- Neuberg, Mauvie J. Cleveland, O.
B.D., Drew Theol., 1917; A.B., Wheaton, 1916
- Neuroth, Dorothy Marguerite Woodside, L. I.
A.B., Hunter, 1917. *Elementary Education*
- Neville, Eleanor Stevens Lindenhurst, L. I.
B.S., 1912
- Nichthaus, Pauline New York City
A.M., 1916; A.B., Hunter, 1915
- Noble, Martha R. (Mrs.) New York City
A.B., Agnes Scott, 1914
- Northacker, Howard Arlington Scranton, Pa.
A.M., Princeton, 1915; A.B., Albright, 1912;
S.T.B., Princeton Theol., 1916. *Religious Education*
- Northrop, Evelyn Hope Brooklyn, N. Y.
A.B., Mt. Holyoke, 1896
- O'Brien, Edith Georgina New York City
A.B., Hunter, 1915
- Oldfield, Harriet Garnerville, N. Y.
A.B., Hunter, 1909. *Speech*
- Olson, Mary Emilia Minneapolis, Minn.
Ph.B., Hamline, 1903
- Olsson, Anne Matilda Brooklyn, N. Y.
M.S., N. Y. Univ., 1900; B.S., Wellesley,
1890

- Oppenheimer, Julius John Kansas City, Mo.
A.M., Missouri, 1916; B.S., Missouri, 1915;
Pd.B., Warrensburg Normal, 1909. *Educational Sociology*
- O'Shea, Harriet Eastabrooks Madison, Wis.
A.M., Wisconsin, 1917; A.B., Wisconsin, 1916
- Page, Donald Taylor
Woodcliff-on-Hudson, N. J.
A.M., 1914; A.B., Dartmouth, 1901
- Pantano, Antoinette Brooklyn, N. Y.
A.B., Hunter, 1917. *French*
- Parker, Walter Guy Jersey City, N. J.
A.B., Southwestern, 1912. *Religious Education*
- Parkhurst, Ella Marietta Westfield, N. J.
A.B., Vassar, 1914. *English*
- Parsons, Martha Cornelia Ridgewood, N. J.
A.B., Wellesley, 1917
- Pasnor, Samuel New York City
A.B., 1918
- Patterson, Lena Estelle Athens, O.
B.S., Ohio, 1914; A.B., Ohio, 1909. *Fine Arts*
- Pauw, Jacobus Cornelis Cape Colony, South Africa
A.B., Victoria
- Peabody, May Ella Englewood, N. J.
A.B., Middlebury, 1906. *English*
- Peckham, John Laimbeer Spencer, Mass.
A.M., Pennsylvania State, 1915; A.B., Clark, 1912. *Secondary Education*
- Peebles, Waldo Cutler Chestnut Hill, Mass.
A.B., Harvard, 1917
- Pennell, Mary Elizabeth Westbrook, Me.
B.S., 1911. *Elementary Education*
- Perry, Ralph Foster Morristown, N. J.
A.M., Princeton, 1913; A.B., Vermont, 1906
- Peterson, Mollie Anne Fond du Lac, Wis.
Ph.B., Chicago, 1914. *House Design*
- Peterson, Selma Buffalo, N. Y.
A.B., Lake Erie, 1916. *Physical Education*
- Philhower, Charles A. Westfield, N. J.
A.M., 1915; A.M., Dickinson, 1912; B.S., Dickinson, 1909. *Administration*
- Philo, Frances Cedar Falls, Ia.
A.B., Iowa State, 1913. *Physical Education*
- Phillips, Halbert Cressy Glenbrook, Conn.
A.B., Amherst, 1895
- Phillips, Velma Galesburg, Ill.
Ph.B., Chicago, 1915. *Household Arts*
- Pider, Myrtle Zoa Mankato, Kan.
A.M., Northwestern, 1911; A.B., Northwestern, 1910; Pd.B., Kansas Wesleyan, 1903. *Religious Education*
- Pierson, Emily Cromwell, Conn.
A.M., 1908; A.B., Vassar, 1907
- Piotrowska, Helena New York City
A.B., Cornell, 1909
- Porter, Caroline Johnson Philadelphia, Pa.
A.B., Wellesley, 1899
- Potter, Robert J. New York City
B.S., Syracuse, 1915
- Poull, Louise Elizabeth Ellensburg, Wash.
B.S., 1917. *Psychology*
- Pratt, A. Lila Southington, Conn.
A.B., Mt. Holyoke, 1910. *Mathematics*
- Price, Aaron Ely Brooklyn, N. Y.
B.S., Canisius, 1917. *History*
- Prince, Sylvia Victoria New York City
A.B., Hunter, 1918
- Pritchett, Katharine Asquith New York City
B.S., 1913
- Pye, Olive Fawcett Rochester, N. Y.
A.B., Smith, 1910
- Pyle, Stephen Donald Brooklyn, N. Y.
A.B., Brown, 1910. *Religious Education*
- Quimby, Dorothy Katherine Leonia, N. J.
A.B., Earlham, 1910
- Race, Stuart R. Maplewood, N. J.
A.B., Lafayette, 1911. *Administration*
- Rade, Marie Sophia New York City
A.B., Adelphi, 1917. *History*
- Rae, Anne M. Brooklyn, N. Y.
A.B., 1906; A.B., Hunter, 1903
- Rankin, Estabrook Ypsilanti, Mich.
A.B., California, 1915. *English*
- Rautenstrauch, Minnie B. Palisade, N. J.
A.B., Missouri, 1903. *Household Arts*
- Ray, Fanny Allen Guthrie, Okla.
B.S., Chicago, 1910
- Reagle, Fred Pearson Montclair, N. J.
A.M., Muhlenberg, 1905; A.B., Muhlenberg, 1901
- Reed, Annie Martha Somerville, N. J.
A.B., Vassar, 1874
- Reich, Abraham New York City
A.B., C. C. N. Y., 1909
- Reigart, Katherine Mifflin Yonkers, N. Y.
B.S., 1916. *English Education*
- Reuther, Edward Arthur Westfield, N. J.
B.S., 1911. *Vocational Education*
- Richardson, Marguerite New Rochelle, N. Y.
A.B., Mt. Holyoke, 1911. *German*
- Riley, John Lawrence East Weymouth, Mass.
A.M., 1914; B.S., 1913
- Riley, Marietta Brooklyn, N. Y.
A.M., 1916; A.M., N. Y. Univ., 1913; A.M., Adelphi, 1908; A.B., Adelphi, 1907. *Elementary Education.*
- Roantree, William Fox Leonia, N. J.
A.B., Colgate, 1904
- Robinson, Annie Brice Palestine, Tex.
A.B., Texas, 1917. *Physical Education*
- Robinson, Ethel Maria East Orange, N. J.
B.S., 1917
- Robinson, Lewis Perrine Westfield, N. J.
A.B., Bucknell, 1912

- Robinson, Mabel (Mrs.) Oakland, Cal.
B.S., California, 1900. *Institutional Administration*
- Rogers, Elizabeth Neal Zebulon, Ga.
B.S., Peabody, 1917; A.B., Wesleyan, 1905.
Latin
- Rogers, Emma Gertrude New Britain, Conn.
A.M., 1917; A.B., Mt. Holyoke, 1898
- Rogers, Wentworth Portland, Ore.
A.B., Iowa State, 1912
- Romer, Helen Dorothea Ossining, N. Y.
A.B., Vassar, 1912
- Rose, Francis Howard Norwich Town, Conn.
B.D., Newton Theol., 1912; A.B., Colby, 1909
- Rosen, Benjamin Baltimore, Md.
B.S., 1915
- Rugg, Walter Bernard East Orange, N. J.
B.S., N. Y. State Teachers Coll., 1914
- Runnals, Nettie May Foxcroft, Me.
A.B., Colby, 1908. *Mathematics*
- Runnels, Ross Owen Eau Claire, Mich.
A.M., 1916; B.S., 1915. *Administration*
- Russell, Elizabeth Lincoln New Bedford, Mass.
B.L., Smith, 1903
- Rutherford, Eugenia Elizabeth Newman, Ill.
A.B., Illinois, 1915. *Physical Education*
- Sadler, Omar T. Hart, Mich.
A.M., Chicago, 1917; A.B., Wisconsin, 1916.
Administration
- Sale, Sarah Frances Danburg, Ga.
B.S., 1912. *Household Arts Education*
- Sangster, Frank Ossining, N. Y.
A.B., Iowa State, 1915. *Industrial Arts*
- Santee, Eloise Bentley Brooklyn, N. Y.
A.B., Smith, 1899
- Saunders, Agnes Aspen, Col.
Pd.M., Colorado Coll., 1912; A.B., Colorado Coll., 1905. *Nutrition*
- Saunders, Wilbur Eddy Providence, R. I.
A.B., Brown, 1916
- Sawyer, Harriet Norborne, Mo.
A.B., Vassar, 1907
- Schamus, John B. New York City
B.S., C. C. N. Y., 1904
- Schoolman, Albert P. New York City
B.S., C. C. N. Y., 1917. *Philosophy*
- Schorling, Marie Oury New York City
Ph.B., Chicago, 1910. *Administration*
- Schorling, Raleigh Batesville, Ind.
A.M., Chicago, 1916; A.B., Michigan, 1911
- Schragenheim, Betty Leonia, N. J.
A.M., 1917; B.S., 1915
- Schreyer, Emma Agnes New York City
A.M., 1905; A.B., Indiana, 1900
- Schubert, Bernard S. Brooklyn, N. Y.
A.B., C. C. N. Y., 1917. *History*
- Schultz, Albert Martin Arlington, N. J.
A.B., Rutgers, 1915
- Schupper, Charles Brooklyn, N. Y.
A.B., N. Y. Univ., 1917
- Scott, Cora Arnot New York City
A.M., 1905; A.B., 1900
- Scudder, Ruth Lawsing Albany, N. Y.
A.B., Wellesley, 1916
- Searson, James William Manhattan, Kan.
A.M., Nebraska, 1899; A.B., Nebraska, 1896
- Seneker, James Seehorn Mendon, Mo.
B.D., Vanderbilt, 1912; A.B., Missouri, 1910
- Shafer, Elwood Ward Mamaroneck, N. Y.
A.B., Syracuse, 1903
- Shaffer, Blanche Elaine Andes, N. Y.
B.S., 1912
- Shaffer, Ray Lee Atlantic Highlands, N. J.
A.M., 1917; Ph.B., Dickinson, 1909. *Administration*
- Sharlitt, Michael Pleasantville, N. Y.
A.M., 1909; A.B., C. C. N. Y., 1903
- Sharot, Mary Elizabeth Brooklyn, N. Y.
B.S., Adelphi, 1914
- Shaver, Erwin Leander Eau Claire, Wis.
S.T.B., Garrett Biblical, 1916; A.M., Lawrence, 1914; A.B., Lawrence, 1913. *Religious Education*
- Shaw, Frank Leslie Brooklyn, N. Y.
L.L.B., Georgetown, 1911; A.B., Tufts, 1904.
Administration
- Shaw, Fred Belle Custis, O.
A.M., Cincinnati, 1910; Ph.B., Ohio, 1906
- Shea, Catherine Mary Ashland, Wis.
A.B., Wisconsin, 1912. *English*
- Shepherd, Fred Strong Passaic, N. J.
Ph.D., Pennsylvania, 1897; A.B., Beloit, 1884
- Sherertz, Dwight Lamar Roanoke, Va.
A.M., Princeton, 1914; A.B., Roanoke, 1913
- Shields, John William Brooklyn, N. Y.
A.B., Adelphi, 1916. *Elementary Education*
- Shoemaker, James Harry Muncy, Pa.
B.S., Bucknell, 1908. *English*
- Shoop, Charles Wilson New York City
A.B., Lebanon Valley, 1908
- Short, Jenoise Brown (Mrs.) Pittsfield, Mass.
A.B., Wisconsin, 1914. *Household Arts*
- Siegel, Fred New York City
B.S., 1916
- Simmons, Henry Sherman Boise, Idaho
A.M., Chicago, 1915; A.B., Central Normal, 1898. *Administration*
- Simmons, John W. New York City
B.A., Dickinson, 1903
- Simmons, Stella S. Lawrence, Kan.
A.B., Kansas, 1916. *Household Arts*
- Simons, Katherine Wood New York City
A.B., Swarthmore, 1916
- Simons, Lao Geneva New York City
A.M., 1912; B.S., 1908
- Sinclair, J. Edwin Newark, N. J.
A.M., 1907; B.S., 1906

- Sites, Clement Moore Lacey Foochow, China
Ph.D., 1899; A.B., Ohio Wesleyan, 1887
- Sites, Evelyn Worthley (Mrs.) Foochow, China
A.B., Mt. Holyoke, 1896
- Skinner, Gertrude Eliza Brooklyn, N. Y.
B.S., 1912
- Smail, Clarence Brooklyn, N. Y.
B.D., Yale, 1910; A.B., Bethany, 1908
- Small, Maude Truesdale Cleveland, O.
B.S., N. Y. Univ., 1917; L.B., Western Reserve, 1898
- Smith, Ada Clara Norwood, N. Y.
Pd.B., Syracuse, 1908; A.B., Goucher, 1905
- Smith, Alice I. (Mrs.) Brattleboro, Vt.
A.B., Wellesley, 1903
- Smith, Annette Minrow (Mrs.) Winona, Minn.
Ph.B., Chicago, 1917. *Administration*
- Smith, Clarence Nevel Inka, Ill.
B.L., Univ. of California, 1912. *Administration*
- Smith, Edgar Dayton Leonardo, N. J.
B.S., Cornell, 1913
- Smith, Elvira Thrall Evanston, Ill.
B.S., Ohio, 1913; A.B., Ohio, 1912
- Smith, Fred Tredwell Melrose Highlands, Mass.
A.B., Harvard, 1915
- Smith, Herbert Otty Brooklyn, N. Y.
A.B., Amherst, 1909
- Smith, Hilda Los Angeles, Cal.
B.S., 1912
- Smith, Marguerite Levia New York City
B.S., 1916. *Physical Education*
- Smith, Milton Myers Bridgeport, Conn.
A.B., Clark, 1912
- Smith, Olive Jennie Alma, Michigan
Ph.B., Alma, 1907
- Smith, Raymond Frederick Englewood, N. J.
A.B., Harvard, 1907. *Administration*
- Soltes, Mordecai Brooklyn, N. Y.
B.S., N. Y. Univ., 1915. *Elementary Supervision*
- Spearing, Jessie New Orleans, La.
A.M., 1916; A.B., H. Sophie Newcomb, 1905
- Speer, Alma Jane Sherman, Tex.
A.B., Texas, 1913; L.B., North Texas, 1909. *Household Arts*
- Sprague, Harry A. Newark, N. J.
B.S., 1914. *Administration*
- Stamm, Caroline L. Mt. Vernon, N. Y.
A.M., 1910; B.S., 1908
- Starr, Charles Craig Fresno, Cal.
B.S., Cornell, 1893; Ph.B., Mount Union, 1892. *Administration*
- States, Dora Alice Spencerville, O.
B.S., Ohio State Normal, 1917. *Elementary Supervision*
- Steele, Roxana Aler Baltimore, Md.
B.S., 1912
- Steinbach, Reuben New York City
Ph.D., Johns Hopkins, 1916; A.B., Johns Hopkins, 1913
- Stevenson, David Franklin New York City
A.B., C. C. N. Y., 1915. *History*
- Stewart, Margery Pittsburgh, Pa.
A.B., Pennsylvania, 1914. *Practical Science*
- Steyn, Cecil Henry Cape Town, South Africa
A.M., 1917; A.B., South Africa, 1912. *Mathematics*
- Stobaugh, Frances A. Leonia, N. J.
B.S., 1917. *German*
- Stone, Mabel Eleanor Brooklyn, N. Y.
A.B., Smith, 1909. *Religious Education*
- Storer, Amy Drinkwater (Mrs.) Richmond Hill, N. Y.
A.B., Mt. Holyoke, 1903. *Foods and Cookery*
- Strawinski, William Evans New York City
A.B., Dickinson, 1912
- Struck, Ferdinand Theodore Orange, N. J.
A.M., 1914
- Sunderland, Florence New York City
A.M., Michigan, 1916; A.B., Michigan, 1903
- Sutor, Julia Louise Lockland, O.
A.B., Cincinnati, 1901
- Swann, Anne Perkins Plainfield, N. J.
A.B., Vassar, 1917. *Physical Education*
- Sweet, Lennig Denver, Col.
A.B., Princeton, 1916
- Swensen, Henry Edward Seattle, Wash.
A.M., Wisconsin, 1911; A.B., Wisconsin, 1907. *Administration*
- Swift, Elizabeth Andrews Robbinsville, N. J.
A.B., Illinois, 1909. *Philosophy of Education*
- Symonds, Eleanor Louise New York City
A.B., Hunter, 1912. *Science*
- Tang, Yuet Ha Anna Hongkong, China
A.B., Oberlin, 1917
- Taylor, Jeannette Stuart Brooklyn, N. Y.
A.M., 1908; A.B., Vassar, 1904
- Taylor, Nell Florence Tuscola, Ill.
A.B., Illinois, 1908
- Teas, Elizabeth M. Brooklyn, N. Y.
B.S., 1917. *Psychology*
- Templeton, Mabel Eunice New Haven, Conn.
A.B., Syracuse, 1914. *English*
- Terry, Muriel Kathleen New York City
A.B., Barnard, 1917. *Physical Education*
- Thomas, Guy Revere Brooklyn, N. Y.
B.S., Pennsylvania, 1905. *Physical Science*
- Thomason, John Furman West Point, Ia.
A.M., 1911; A.B., Furman, 1903
- Thompson, Eva Belle Colorado Springs, Col.
A.B., Colorado, 1906
- Thoms, Fred H. Hawthorne, N. J.
B.S., N. Y. Univ., 1916. *Administration*
- Tice, Sabra Colby (Mrs.) New York City
A.M., 1913; A.B., 1907

- Tisdale, Velma Georgetown, Tex.
A.B., Southwestern, 1908
- Todd, Rhoda Hanna New York City
A.B., Wellesley, 1906
- Tolles, Rachel Eliza Attica, N. Y.
A.B., Elmira, 1890
- Tomlin, Stella Millicent Brooklyn, N. Y.
A.B., Adelphi, 1905. *Mathematics*
- Torrance, Andrew A. Huntington, W. Va.
B.S., West Virginia, 1910
- Torres, Arturo Sussex, N. J.
A.M., 1914; B.S., 1913. *Administration*
- Totten, Roger Lockwood Paterson, N. J.
Ph.B., Lafayette, 1914. *Secondary Education*
- Tour, Isabelle Sophia Pueblo, Col.
A.B., Colorado, 1914. *Mathematics*
- Touton, Frank Charles Edgerton, Wis.
A.M., 1917; Ph.B., Lawrence, 1901. *Secondary Education*
- Townsend, Arthur Swain Mt. Vernon, N. Y.
Ph.B., Brown, 1905
- Townsend, Elinor Bushnell Bolivar, Mo.
B.S., 1917. *Kindergarten*
- Townsend, Emilie Grand Rapids, Mich.
B.S., 1908
- Trapp, Herbert A. St. Paul, Minn.
Ph.B., Hamline, 1904. *Administration*
- Trube, Jessie Maud Yonkers, N. Y.
B.S., 1904. *Kindergarten*
- Trump, Marjorie Syracuse, N. Y.
A.B., Radcliffe, 1913
- Tugel, Dolphus Eugene Berger, Mo.
A.M., 1917; B.S., Missouri State, 1913;
Pd.B., Missouri State Normal, 1906
- Vail, Edna Adams Hamden, N. Y.
B.S., 1914. *History*
- Vail, Leora Benton, Wis.
Ph.B., Wisconsin, 1911. *Elementary Education*
- Valet, Edith Moore Palisade, N. J.
A.M., 1913; A.B., 1912
- Van Allen, Martha Montague Glen Ridge, N. J.
A.B., Vassar, 1916. *Elementary Education*
- Van Buskirk, Annie Schmelzel New York City
A.M., 1912; A.B., 1911
- Vance, James Milton Wooster, O.
Ph.D., Jena, 1907; B.D., McCormick Theol.,
1909; A.B., Lake Forest, 1896
- Vance, Marjorie Humphrey Delaware, O.
A.B., Ohio Wesleyan, 1911. *Household Arts*
- Van Liew, Marion Syddum Seattle, Wash.
B.S., 1913. *Vocational Education*
- Van Wormer, Wellington E. Middleburgh, N. Y.
A.M., Pennsylvania, 1909; Pd.B., N. Y.
State, 1902; Ph.B., Union, 1901
- Vaughan, Roy Benjamin Queens, L. I.
B.S., 1918. *Industrial Arts*
- Wada, Tomi Chofu, Yamaguchi, Japan
A.B., Japan Women's Univ., 1917
- Wadleigh, Joseph Bertram Hackensack, N. J.
A.M., Harvard, 1913; A.B., Bates, 1909
- Waite, Mary Floyd Hartford, Conn.
A.M., 1917; B.S., 1909
- Walker, Alice Mary St. Croix Falls, Wis.
A.B., Wisconsin, 1907. *English*
- Walker, Evelyn New York City
A.B., Hunter, 1916. *Mathematics*
- Wall, Mary Eliza Ogdensburg, N. Y.
A.M., 1916; Ph.B., Syracuse, 1908
- Wallace, Ruth Denver, Col.
A.B., Denver, 1904
- Walsch, Elizabeth A. Marathon, N. Y.
A.M., 1917; B.S., 1916
- Walsh, Elizabeth Anna New York City
A.M., 1917; B.S., 1916
- Wang, Wen-Pei China
B.S., Pennsylvania, 1917. *Vocational Education*
- Waring, Agnes Louise Long Branch, N. J.
A.B., Syracuse, 1904
- Warner, Grace Bools Rochester, N. Y.
A.B., Cornell, 1913. *English*
- Warriner, Eugene Saginaw, Mich.
A.M., Michigan, 1912; A.B., Michigan, 1891
- Waugh, Arthur Laurence San Francisco, Cal.
A.M., California, 1917; A.B., California,
1916. *Administration*
- Weatherly, Alice Stone Anniston, Ala.
A.B., Agnes Scott, 1916. *Mathematics*
- Webb, Ethel Willard Mt. Vernon, N. Y.
A.M., 1916; A.B., 1913. *History*
- Webb, Louella Orange St. Paul, Minn.
Ph.B., Hamline, 1901. *English*
- Weeks, Curtis Porter New Brighton, S. I.
B.S., N. Y. Univ., 1912
- Weinstock, George New York City
A.B., C. C. N. Y., 1913
- Weisenberg, Morris New York City
A.B., C. C. N. Y., 1903
- Weissbraun, Antonie New York City
Ph.D., Vienna, 1913
- Welkowitz, Samuel New York City
B.S., C. C. N. Y., 1917. *Mathematics*
- Welles, Louise M. New York City
B.S., 1917. *Industrial Arts*
- Wells, Edna Marie New York City
A.B., Hunter, 1916. *Fine Arts*
- Wells, Mae Lavinia New York City
B.S., 1914. *Household Arts*
- Wellwood, Margarethe Boston, Mass.
Ph.B., Denison, 1917. *Kindergarten*
- West, Frances Louise St. Petersburg, Fla.
A.B., Agnes Scott, 1915. *Biology*
- West, Louis Francis Brooklyn, N. Y.
B.S., 1915. *Music*

- Wheat, Frank Merrill New York City
A.M., 1909; B.S., Kentucky, 1908
- Wheeler, Laura Maude Geneva, Neb.
Ph.B., Laurence, 1896
- Whitaker, Luella N. C. Bellingham, Wash.
B.S., 1917
- White, Cornelia Fowler New York City
A.M., N. Y. Univ., 1902; A.B., Hunter, 1892
- White, Gladys Sherwin Rochester, N. Y.
A.B., Rochester, 1916. *Fine Arts*
- White, Howard Dare Jersey City, N. J.
A.M., 1914; A.B., Franklin and Marshall,
1897
- Whitworth, Olive Margaret Cleveland, O.
A.B., Western Reserve, 1900. *Physical
Education*
- Whyte, Andrew Condit Ridgefield Park, N. J.
M.E., Stevens Institute, 1910
- Wichelns, Alma Brooklyn, N. Y.
A.B., Cornell, 1915. *Physical Education*
- Wiggins, Theodore DuBois Freeport, N. Y.
B.S., 1917. *History*
- Wilbur, Mary Helena Bethlehem, Pa.
A.B., Missouri, 1917. *Fine Arts*
- Wildrick, Charles David Highwood, N. J.
A.B., 1913; *Secondary Education*
- Wiley, J. Burton Morristown, N. J.
A.B., Lafayette, 1905
- Wilkinson, William Albert Mayville, N. D.
A.M., Missouri, 1911; B.S., Missouri, 1910.
Administration
- Williams, Grace Irene Middleport, N. Y.
B.S., 1910. *Household Arts*
- Williams, Lewis Caleb Brooklyn, N. Y.
A.B., Kenyon, 1892; A.M., Kenyon, 1899
- Williams, Theodore C. Armour, S. D.
B.D., Chicago Theological Sem., 1901
- Wilson, Christine Towne East Orange, N. J.
A.B., Mt. Holyoke, 1917. *Religious Education*
- Wilson, Clara Owsley Lincoln, Neb.
A.M., Nebraska, 1915; A.B., Nebraska, 1912.
Kindergarten
- Wilson, Florence Margaret Dallas, Tex.
A.B., Washington, 1915. *Fine Arts*
- Wilson, Guy Mitchell Ames, Ia.
A.M., Indiana, 1908; A.B., Indiana, 1900.
Administration
- Wilson, Stella M. Stella, Wash.
A.B., Washington State Coll., 1911
- Winters, Jet Corine Fort Worth, Tex.
B.S., 1915; A.B., Texas, 1911
- Wolcott, Adela Zoe Wabash, Ind.
Ph.B., Chicago, 1909. *Household Arts*
- Wolo, Plenyono Gbe Liberia, West Africa
A.B., Harvard, 1917
- Wood, LaVergne Racine, Wis.
A.B., Wisconsin, 1910. *Mathematics*
- Woodford, Marjorie Burton Claremont, Cal.
A.B., Pomona, 1916. *Spanish*
- Woodruff, Jessie Huguembourg (Mrs.)
Dunkirk, N. Y.
A.B., Vassar, 1904
- Woodward, Carrie Wile Carlisle, Pa.
A.M., Dickinson, 1914; A.B., Dickinson,
1912
- Woodworth, Carlos Anderson
West New York, N. J.
B.Pd., Ohio, 1898
- Work, Edna Everett Hastings, Neb.
A.B., Doane, 1904
- Works, Belle New York City
B.S., Texas, 1917; A.B., Texas, 1916. *Institutional Administration*
- Wylie, Andrew Tennant New York City
A.M., Indiana, 1907; A.B., Indiana, 1906.
Educational Psychology
- Yen, Hunter Chi-Ching Anking, China
A.B., Boone, 1914. *Secondary Education*
- Zachman, Martha Mae Oregon, Mo.
B.S., Northwestern, 1907. *English*
- Zajac, Hirsch M. New York City
B.S., C. C. N. Y., 1915
- Ziebach, Martha Meleta Lake George, N. Y.
A.B., Wellesley, 1916
- Zimand, Elizabeth Sara New York City
A.B., Ohio, 1913. *History*
- Zouck, Alice Marguerite Reisterstown, Md.
A.B., Goucher, 1914. *English*
- Zumwinkel, Alwine Caroline Utica, Neb.
A.B., Nebraska, 1912. *Dietetics*
- Zweifel, Joseph Jacob New York City
B.S., C. C. N. Y., 1915

UNCLASSIFIED STUDENTS IN
EDUCATION

- Abell, Katherine Fullagar Dunkirk, N. Y.
- Abrams, Jeanette Freada New York City
- Albert, Helen Horton New York City
- Aldrich, Mary Edith Riverhead, L. I.
- Algie, Kate Clark Champlain, N. Y.
- Allen, Glendora New Britain, Conn.
- Allen, Grace Amelia Oswego, N. Y.
- Amadeo, Teresa Guaynabo, Porto Rico
- Anderson, Ernest Mitchell Hancock, Mo.
- Anderson, Sarah Davis Bayonne, N. J.
- Andrews, Edwin C. Greenwich, Conn.
- Anspacher, Mildred Gomez New York City
- Arason, Steingrímur Reykjavik, Grundarstig, Iceland
- Ashraf, Ghodsea Mariam Teheran, Persia
- Atwood, Evelyn Estelle Springfield, Mass.
- Azadian, Arans Hovaness Armenia
- Babb, Helen Hannah Ardmore, Pa.
- Backus, Grace Newark, N. J.
- Ball, Cynthia M. Pasadena, Cal.
- Ball, I. Grace New York City
- Ballard, Eva Charlotte New York City
- Banker, Carolyn Elizabeth New York City

Barkenbus, Alice Gelatt	Ithaca, N. Y.	Child, Grace	Red Bank, N. J.
Barnes, Bertie Ford	Lynchburg, Va.	Chittenden, Anna Pratt	Buffalo, N. Y.
Barnum, Edith Cornelia	New York City	Christie, Henrietta (Mrs.)	Bayonne, N. J.
Barrows, Jeannette	Berkeley, Cal.	Clare, Sister Aloysia	Bristow, Va.
Bassett, Katherine Elizabeth	Oswego, N. Y.	Clark, Sarah Beatrice	Litchfield, Conn.
Bate, Alfred John	Yonkers, N. Y.	Clark, Theodosia Martha	San Diego, Cal.
Beaber, Lillie Belle	Fort Wayne, Ind.	Cohen, Esther R.	New York City
Bedrick, Jennie	New York City	Collins, Anna Eaton	New York City
Beebe, Lila Adeline	Newark, N. J.	Collins, Winifred	Southbridge, Mass.
Beecher, Emily	New Haven, Conn.	Congdon, Luddie Bateman	
Bergin, Elizabeth Anastasia	New York City		Shelter Island, N. Y.
Bertran, Concepcion	New York City	Conway, Hannah Lavina	New York City
Best, F. Grace	Rye, N. Y.	Cooper, Florence May	Passaic, N. J.
Bissell, Kathryn Levitt	New York City	Coulter, Jane Ealing (Mrs.)	
Bitz, Nellie Edith	Hackensack, N. J.		Vernonville, Ontario, Canada
Bjerregaard, Georgina A.	New York City	Coykendall, Mary Helen	Philadelphia, Pa.
Blackwell, Anna King	Washington, D. C.	Crowell, Joseph Edwin	East Weymouth, Mass.
Blankenship, Alva Carruth	Gatesville, Tex.	Crumby, Mabel Gardner	Phoenix, Ariz.
Boggs, Katharine P.	Augusta, Ga.	Curran, Margaret Craig	Portland, Ore.
Bohm, Florence Jennie	New York City	Dalglish, Alice	New York City
Bousfield, Elfrida Gambier	New York City	Daniels, Ethel	Sag Harbor, L. I.
Bradner, Caroline Margaret	Warwick, N. Y.	Davis, Lowry	Greenville, S. C.
Brannin, Nellie	Atlantic Highlands, N. J.	Davis, Mary Barnett	
Brett, Anna	Flushing, N. Y.		Kashing (via Shanghai), China
Brett, Edith Marilla	Flushing, N. Y.	Davis, Mary Dabney	New York City
Briggs, Dora Mary	Fitchburg, Mass.	Davison, Katharine	Garfield, N. J.
Briggs, Frances	Passaic, N. J.	Dawson, Marjorie E.	Jersey City, N. J.
Briggs, Grace Warren	Englewood, N. J.	Day, Jane	New York City
Broadbent, Wallace Munroe	Paterson, N. J.	Deane, Lotta Louise	Fredonia, N. Y.
Broughton, Sarah Elizabeth	New York City	Decker, Alva	Port Richmond, N. Y.
Brown, Allene	Hart, Mich.	Delattre, Marcelle	Washington, D. C.
Brown, Cecile	Brooklyn, N. Y.	Dellicker, Helen Maude	Trenton, N. J.
Brown, Elizabeth Kirkbride	Germantown, Pa.	del Portillo, Lucia	Habana, Cuba
Brown, Lucy Lovell	Boonton, N. J.	Dempsey, Harold Edwin	Fitchburg, Mass.
Brown, Stella Elizabeth	Baltimore, Md.	den Bleyker, Anne	Kalamazoo, Mich.
Brown, Zadie Ellen	Ft. Edward, N. Y.	Des Jardins, May Eleanore	Denver, Col.
Buchakjian, Levon Hagah	Tarsus, Turkey	Dieffenbacher, Agnes Edna	Utica, N. Y.
Buck, Olga LaBelle	Hawley, Pa.	Dodd, John William	Freeport, L. I.
Budd, Harriet	Elizabeth, N. J.	Dolan, Enid Beatrice E.	Superior, Wis.
Bullis, Jeannette	Detroit, Mich.	Donohugh, Emma Edith	Cynwyd, Pa.
Bullock, Helen Mary	Cadiz, O.	Douglass, Grace A.	Ridgewood, N. J.
Burdick, Maida Christine	Stamford, Conn.	Downer, Lilla DeMar	Montclair, N. J.
Burgdorff, Nelda	East Orange, N. J.	Dransfield, John Edgar	Fairview, N. J.
Burke, Vincent Patrick		Du Bois, Eugenia Brodhead	New Paltz, N. Y.
	St. Johns, Newfoundland	Eaton, Gertrude Frances	Duluth, Minn.
Butler, Georgiana Margaret	Brooklyn, N. Y.	Eldred, Irene	Deer Lodge, Mont.
Callaway, Theodosia Tucker (Mrs.)		Elliot, Gabrielle	Rumford Point, Me.
	Springfield, Mo.	Emery, Stephen	Brooklyn, N. Y.
Carlton, Elizabeth Clearma	Newark, N. J.	Emmons, Mary	Weehawken, N. J.
Carroll, Mary Evelyn	Oswego, N. Y.	Entenberg, Ralph	Pleasantville, N. Y.
Carter, Agnes Eleanor	Mt. Vernon, N. Y.	Estes, Mary Theresa	Fabius, N. Y.
Carter, Dagary (Mrs.)	Nanking, China	Ewing, Marjorie	River Falls, Wis.
Caryl, Hazel Beatrice	Palmer, Mass.	Ewing, Ruth Dorothy	River Falls, Wis.
Case, Mary Cushing	New York City	Faison, Martha Hicks	Faison, N. C.
Caskey, Effie Jane	Harbor Springs, Mich.	Faris, Susan	Lerna, Ill.
Chang, Poling	Tientsin, China	Fearis, Emma Elizabeth	Jersey City, N. J.
Chang, Sze-Yi	Shingtoch, Ki, China	Fehlman, Mary Osborn	New York City
Chase, Frances Lucile	Salem, Ore.	Ferruggiari, Nancy Katherine	New York City
Chick, Mary Elizabeth	Hopewell, N. J.	Folts, Lena Iola	Frankfort, N. Y.

Fowler, Marie Belle	Lincoln, Neb.	Hudson, Leonora Dietz	Worcester, N. Y.
France, Marie Gertrude	New York City	Hughes, Avah Willyn	Cincinnati, O.
Franklin, Ethel	Toledo, O.	Hughes, Katherine Bernice	New York City
Frederick, Mary Charlotte	Lakewood, O.	Hume, Helen Irene	Owasso, Mich.
Free, Albert V.	Peekskill, N. Y.	Hungerford, Ellen Roberta	Chili, Wis.
Freeland, Marietta House	East Orange, N. J.	Inks, Edith	Shelly, Neb.
French, Emily Huntington	New Hartford, N. Y.	Ishihara, Kiku	Tokio, Japan
Fujii, Toshitaka	New York City	Jack, Pearl Elizabeth	Wauconia, Ia.
Garst, Gretchen	Fairfield, Ia.	Jaffe, Jacob	Brooklyn, N. Y.
Gaskins, Emma Alvaretta	New York City	Jahn, Henrietta Maria	Passaic, N. J.
Gebhardt, Erma	Erie, Pa.	Johnson, Abigail Elizabeth	Morristown, N. J.
Getz, Elizabeth Miller	Brooklyn, N. Y.	Johnson, Josephine	Oxford, N. J.
George, Jennie W.	Port Chester, N. Y.	Johnson, Louise	Columbus, Ga.
Giardina, Joseph	Elmhurst, L. I.	Jones, Lillian Louisa	Holley, N. Y.
Giery, Mary Elizabeth	Long Island City, L. I.	Jones, Louise	Brooklyn, N. Y.
Gilbert, Clara Severine	Aurora, Ill.	Keeler, Lena May	Cattaraugus, N. Y.
Gill, Elizabeth Ingersoll	Hackensack, N. J.	Kellogg, Gertrude Frances	Kansas City, Mo.
Gilligan, Mary Ann	Becker, Minn.	Kelly, Florence Cecilia	Milwaukee, Wis.
Gjesdahl, Fred. Lorentz	Bergen, Norway	Kelly, Julia	St. Louis, Mo.
Glasser, Forrest Grover	Butler, N. J.	Kendall, Ruth Carlton	Binghamton, N. Y.
Glover, Clara Sanger	Bronxville, N. Y.	Ketcham, Parley Smith	Westfield, N. J.
Goe, Elizabeth Rounds	Philipse Manor, N. Y.	Klaer, Anna	Milford, Pa.
Goldsmith, Elsie Helen Borg	New York City	Klepper, Leah Henrietta	Brooklyn, N. Y.
Goodale, Anna Catherine	Waterloo, Ia.	Kong, Rhoda Eleanor	Canton, China
Gowdy, Frances Welling	Brooklyn, N. Y.	Lamson, Edna Emma	Rockville, Me.
Grace, M. Annie	Baltimore, Md.	Lancey, Lilla	Ridgewood, N. J.
Greenwood, Ernest	Islip, L. I.	Langley, Elizabeth Euphrosyne	Chicago, Ill.
Hagedorn, Bertha Idaline	Lawrence, L. I.	LaSalle, Jesse Elizabeth	Duluth, Minn.
Hall, Elizabeth Denny	Belmont, N. C.	Lavelle, Elizabeth	Denver, Col.
Hall, Jessie Elizabeth (Hopton)	New York City	LaVoy, DeForest	North Tarrytown, N. Y.
Hamer, Ellen Elizabeth	Montclair, N. J.	Lawlor, Caroline Elizabeth	New York City
Harris, James Edward	Brooklyn, N. Y.	Laws, Gertrude	San Diego, Cal.
Hartmann, Antoinette Eleonore Paterson, N. J.		Leal, Margaret	Plainfield, N. J.
Haskell, Edith Lynde	Newton Center, Mass.	Lee, Katherine Frances	New York City
Hawkins, Grace Truman	Greeneville, Tenn.	Leigh, Muriel Wilson	Spokane, Wash.
Hayes, Katherine Agatha	Oswego, N. Y.	Lewis, Elizabeth Bozarth (Mrs.)	Iowa City, Ia.
Head, Sister Gertrude	Bristow, Va.	Lewis, Etta S.	New York City
Herbert, Anna Josephine	Bayonne, N. J.	Li, Chien Hsun	Wing Ting Hsian, Chihli
Herrick, Mary Elizabeth	South Portland, Me.	Light, Ralph Herman	Jersey City, N. J.
Hersey, Katharine Frances	Jamaica Plain, Mass.	Littell, Erva Ann	Bradford, N. J.
Hierholzer, Carl Otto	Brooklyn, N. Y.	Little, Elizabeth Reese	Glendale, O.
Hilker, Hedwig W. D.	Westwood, N. Y.	Loeb, Josephine	New York City
Hinman, Stanley Temple	Westfield, N. J.	Long, Jennie Winans	Elizabeth, N. J.
Holbrook, Grace Ware	Boston, Mass.	Longeway, Frances Elizabeth	Great Falls, Mont.
Holden, Dorothy	Willis, Mass.	Lovell, Frances	New York City
Holden, Horace	Summit, N. J.	Lowry, Edith Pauline	St. Paul, Minn.
Hollis, Gertrude Gray	Forsyth, Ga.	Lutz, Mary Theresa	Michigan City, Ind.
Holly, Ellen	Brooklyn, N. Y.	Lynd, Jane Elizabeth	Dover, N. J.
Holman, Laura Corinne	Ithaca, N. Y.	Lynn, Meda	New Enterprise, Pa.
Holmes, Joseph Lawrence	Oneonta, N. Y.	Lytton, Ruth Twila	West Bedford, O.
Hopkins, Margaret	Franklin, Vt.	McArdell, Wesley Emery	New York City
Hopper, Louise	Brooklyn, N. Y.	McCleery, Florence Mae	Dobbs Ferry, N. Y.
Horrigan, Margaret C.	New York City	McClennen, Josephine	New York City
Hoyer, Luella Pearl	Scarsdale, N. Y.	McCormick, Catherine Elinor	East Braintree, Mass.
Hubbell, Pertilla Gertrude	Rockville Center, L. I.	McCrea, Helen Reinette	Darien, Conn.
Hubert, Dagny Elizabeth	Hartford, Conn.	MacDonald, Mary Lafie	Wellsville, O.

MacFarlane, Anne Walker (Mrs.)	New York City	O'Toole, John Francis	Grantwood, N. J.
McGrath, Mary Josephine	Fitchburg, Mass.	Palmer, Jasper Thomas	Mt. Vernon, N. Y.
McHale, Kathryn	Logansport, Ind.	Parker, Haida Newton	Cambridge, Mass.
McHenry, Luella B.	Benton, Pa.	Parkhurst, Helen	New York City
McKinney, James	West Orange, N. J.	Parkinson, Mary Alice	Carbondale, Ill.
McLean, Margaret	Scranton, Pa.	Parrish, Katherine Fletcher	
McMaster, Claude F.	Freeport, L. I.		Santa Monica, Cal.
MacMillan, Katherine Livingston	Chateaugay, N. Y.	Patet, Nabibax Jan	Bombay, India
	Middletown, Pa.	Pattison, Grace Agnes	Ypsilanti, Mich.
MacNair, Ethel	Los Angeles, Cal.	Patton, Martha Huntingdon	New York City
McNaughton, Janet Stevens	Adams, Mass.	Pearlberg, Abraham Nathan	New York City
McVey, F. Mabel	Oswego, N. Y.	Pepple, Blanche E.	Grand Rapids, Mich.
Mackin, Irene Marie	Hackensack, N. J.	Pettit, Lucy Elenora	Fredonia, N. Y.
Maguire, Florence Percival	Elkhart, Ia.	Phelps, Alice Elizabeth	Warehouse Point, Conn.
Manning, James	Sivas in Armenia	Phelps, Celia Gertrude	Hornell, N. Y.
Manoukian, Matthew Vetanes	Newark, N. J.	Phillips, Gertrude H.	Augusta, Ga.
	Los Angeles, Cal.	Phillips, Edna K.	New York City
Manser, Herbert Edwin	Hudson Heights, N. J.	Pierce, Fannie Lucinda	Kalamazoo, Mich.
Martin, Mary Frances	Sioux City, Ia.	Pierce, Glen O.	Hudson Heights, N. J.
Masten, Zach Gedney	Washington, D. C.	Pitkin, Edgar Steele	East Orange, N. J.
Matthews, Florence Esther	Elmira, N. Y.	Poole, Lottie	Port Tobacco, Md.
Maurer, Nettie Augusta	Gunnison, Col.	Popper, Adele Lenore	New York City
Maxwell, Elizabeth G.	Leonia, N. J.	Porritt, Harriet Elizabeth	New York City
Meddins, Winifred	Anahid Sivan, Turkey	Pott, James Hawks	Shanghai, China
Mendenhall, Eugene Lincoln	Ellsworth, Wis.	Potter, Grace	New York City
Mesrobian, Zaroohi Anahid	Liberty, Pa.	Powlas, Annie Pauline	Hickory, N. C.
	Fargo, N. D.	Pumphrey, Margaret Blanche	Oak Park, Ill.
Mihleis, Alice May	Pottstown, Pa.	Pyle, J. T. (Mrs.)	New York City
Miller, Clara	New York City	Quilliard, Margaret Jacot	Duluth, Minn.
Miller, Eula Josephine	Oskaloosa, Ia.	Race, Helene Marie	Brooklyn, N. Y.
Miller, Josephine	Mondamia, Ia.	Race, Vienna Mary	Cleveland, O.
Minor, Ruby	Bloomfield, N. J.	Radley, Hermon Clinton	
Mitchell, Rose	Holdrege, Neb.		Port Washington, L. I.
Molyneux, John Joseph	Passaic, N. J.	Ramsay, Mary	New York City
Moore, Jessie Eleanor	Richmond, Va.	Reed, Elizabeth Allen	New York City
Moore, Texa Laura	Leonia, N. J.	Reed, Nellie Chapin	Westwood, N. J.
Morrill, Alice Mary	New York City	Reichenbach, Beatrice H.	New York City
Morris, Mary	Elizabeth, N. J.	Reichert, Anna Barbara	Yonkers, N. Y.
Mossman, Niles Roy	New Brighton, S. I.	Reidy, Katherine Louise	New York City
Mott, Sarah M.	Kalamazoo, Mich.	Reinhold, Robert Max	Kalamazoo, Mich.
Muldaur, Theodora	New York City	Reynolds, Helen Mary	Mankato, Minn.
Mulheron, Helen	Olean, N. Y.	Reynolds, Mabel Pearl	Arlington, N. J.
Mulry, Katherine Marie	Englewood, N. J.	Reynolds, Mary Elizabeth	New Britain, Conn.
Munro, Sibyl Helen	New York City	Rich, Frank M.	Paterson, N. J.
Murphy, Elizabeth Irene	New York City	Riesenberg, Edith	Yonkers, N. Y.
Murphy, Mary Ethel	Clarkburg, W. Va.	Robertson, Mary Lee	Clayton, Ala.
Naumburg, Ruth Morgenthau	Lebanon, Ind.	Roble, Dora	Austin, Minn.
Neimeyer, Richard Tilghman	New York City	Rodgers, Carolyn I.	Hartsville, Tenn.
	Newfoundland, N. J.	Roege, Amy Blanche	Seymour, Ind.
Nelson, Virginia LaFayette	Scottsburg, Va.	Roger, Ida Evans	Amsterdam, N. Y.
Newby, Darlene Doubleday	Pittsburg, Kan.	Romaine, Jeanette	Hackensack, N. J.
Newman, Anna I.	Yonkers, N. Y.	Ross, Sarah Frances	Chicago, Ill.
Nusbaum, Mabel	Clarkburg, W. Va.	Ruddock, Nellie Wilhelmina	Englewood, N. J.
O'Connor, Anne Shane	Lebanon, Ind.	Russell, Helen E. (Mrs.)	Boston, Mass.
Odell, Marietta McKinstry (Mrs.)	New York City	Russen, Frank Andrew	Hilton, N. J.
	Silver City, N. M.	Ryan, Ella Madeline	New York City
Oliver, Mary Clara	Flushing, N. Y.	Ryan, Susan S.	St. Louis, Mo.
Osborne, Emily Rosa		Ryder, Julia	Fond du Lac, Wis.
		Sammond, Margaret Maxwell	Brooklyn, N. Y.

Schloss, May	New York City	Van Valkenburg, Mazie	Dansville, N. Y.
Schneider, Elizabeth Teutonia	Hoboken, N. J.	Varnado, Dean Edwards	Natchitoches, La.
Schutt, Florence Alta	Kingston, N. Y.	Vaughn, Ada Mayham	Richmondville, N. Y.
Scott, Anna Creighton	Englewood, N. J.	Victorius, Pauline J.	New York City
Searing, Henrietta	Dover, N. J.	Waghorn, Gladys Agnes	Brooklyn, N. Y.
Shepherd, Mary Swope	Passaic, N. J.	Walker, Geraldine	Brooklyn, N. Y.
Sherman, A. Marguerite	Brookline, Mass.	Wallis, Amy Angel	Victoria, Australia
Shine, Frances	Oradell, N. J.	Washburn, Mary Wickes	New York City
Shott, Vivian Richards	New Philadelphia, O.	Waterman, Harriett	Fort D. A. Russell, Wyo.
Showalter, Benjamin Roscoe	Dayton, O.	Wathen, Edith Kerans	New York City
Sievers, Sophie Elisabeth	Yonkers, N. Y.	Watson, Marion	Lookout Mountain, Tenn.
Sinclair, Pattie Lucile	Augusta, Ark.	Watson, Rosalie Wheelock	Lunenburg, Mass.
Singer, Clara	Cleveland, O.	Webb, Carrie Boykin	Nashville, Tenn.
Slack, Florence R.	Perry, N. Y.	Weber, Susan Kethledge	New York City
Slayton, Florence Effie	Naples, N. Y.	Webster, Mark Allen	Westfield, N. J.
Smith, Afton	Plattin, Mo.	Weed, Leola	Mt. Vernon, N. Y.
Smith, Bertha	Yonkers, N. Y.	Weikel, Anna Hamlin	New York City
Smith, Constance	Waterloo, Ia.	Weisenburg, Anna Isabel	Philadelphia, Pa.
Smith, Frances Hortense	Ellensburg, Wash.	Welch, Hazel Flaville	Janesville, Wis.
Smith, Grace Margaret	Clifton, N. J.	Wells, Claribel	Hackensack, N. J.
Smith, Maurice L.	Emporia, Kan.	Wells, Florence	New York City
Smith, William	Troy, N. Y.	Wells, Rosa King	Wilson, N. C.
Spaulding, Jean Electa	Groton, N. Y.	Wemyss, Hattie Benners	Gallatin, Tenn.
Spindler, Lavina	Lansing, Mich.	West, Edward Raymond	Kearny, N. J.
Spry, Leslie Cortland	Honesdale, Pa.	Westfall, Grace	Hackensack, N. J.
Strager, Matilda	New York City	Wheeler, Mary Louise	Chatham, N. J.
Stephenson, Julia Mary	New York City	Whitelaw, Jennie M.	New York City
Stevens, Harold Duncel	Kingston, N. Y.	Whiteman, Edith Jane	Torrington, Conn.
Stillman, Harriet	Rochester, N. Y.	Whiteside, Adelaide (Mrs.)	Louisville, Ky.
Stone, Gertrude Lincoln	Gorham, Me.	Whyte, Alice Torrey	East Orange, N. J.
Stone, Harriet May	New Hartford, Conn.	Wilkins, Rebecca Anne	Roselle Park, N. J.
Strahan, Charles Johnson	Freehold, N. J.	Willard, Eva Gertrude	Weld, Me.
Strong, Marie J.	New York City	Willard, Meriel Wheeler	Passaic, N. J.
Sung, Mildred Yulang	China	Williams, Mary N.	Oak Park, Ill.
Swinerton, Cornelia L.	New York City	Williamson, Pauline Brooks	Farmville, Va.
Tait, Bertha	Cold Spring-on-Hudson, N. Y.	Wilson, Emily Newcomb	Pelham, N. Y.
Takayama, William Kiyoshi	New York City	Wilson, Emma Darling	Hartford, Conn.
Terrill, Frances Alice	New Haven, Conn.	Wilson, Jennie Ethel	Los Angeles, Cal.
Tewinkel, Sarella		Wilson, Minnie Etta	Jamestown, N. Y.
Chetous, Madras Pres., South India		Winans, Leah Helen	Oneonta, N. Y.
Thayer, Mary Scott	Cleveland, O.	Winford, Amelia	Smyrna, Del.
Thomas, Maude Elizabeth	Buffalo, N. Y.	Wise, Margaret	Elizabeth, N. J.
Thomas, M. Josephine	New York Mills, N. Y.	Wong, Mao Tso	Soochow, China
Thomasian, Vahan M.	New York City	Woodley, Helen Jane	Evanston, Ill.
Thorne, Johnetta Emma	West New York, N. J.	Woods, William Pitt	Kincaid, Kan.
Timmins, Lillian Hurley	Exeter, N. H.	Woodworth, Nancy MacDowell	Rye, N. Y.
Tirapegui, Leiva Luis Alfredo	New York City	Wright, Lula Esther	New York City
Torrance, Fannie N. Wysor	Huntington, W. Va.	Wrisley, Violet Blanchard	Hasbrouck Heights, N. J.
Tressler, Edith Howard (Mrs.)		Yawger, Florence P.	Washington, N. J.
Troy, Ethel Long	East Gardens, L. I.	Yore, Barbara	St. Louis, Mo.
Tucker, Howard Roy	Greensboro, N. C.	Young, Emilie Louise	Woodridge, N. J.
Tufts, Dorinda Winifred	Buffalo, N. Y.	Zachry, Caroline Beaumont	New York City
Tuttle, Ernest Waldo	New York City		
Tyler, Georgiana	East Orange, N. J.		
Tyndall, Sara Edith	Marine City, Mich.		
Tzetanova, Luba Christo	Oradell, N. J.		
Van Amburgh, Emdon Fritz	Sofia, Bulgaria		
Van Kirk, Agnes Ellis	New York City		

SCHOOL OF PRACTICAL ARTS

SENIORS—CLASS OF 1918

Abbott, Grace	Yonkers, N. Y.
Ahrens, Sara Virginia	Peekskill, N. Y.
Amster, Solomon	New York City

Anderson, Alice Linnea	Brooklyn, N. Y.	Delano, Saidee Eloise	Huntington, L. I.
Andrews, Margaret	Berkeley, Cal.	Deutsch, Gladys Frances	New York City
Arnold, Henrietta A.	Brooklyn, N. Y.	Dick, Marjorie Alice	Yonkers, N. Y.
Avchen, Bessie	Perth Amboy, N. J.	Dowd, Nelle Elizabeth	Muskogee, Okla.
Axtell, Grace M.	Ellendale, N. D.	Eberbach, Lynda Erna	Ann Arbor, Mich.
Bain, Martha Elizabeth	Mankato, Minn.	Eckman, Rena Sara	Leechburg, Pa.
Baldwin, Florence	Elmira, N. Y.	Edling, Alice Mildred	Ridgewood, N. J.
Ballou, Marion Katherine	New York City	Ehrhart, Adela	New York City
Banks, Anna Katherine	Denton, Tex.	Elliott, Ruth Martin	Englewood, N. J.
Barts, Adelaide Anna	Virgil, Ill.	Emery, Dorothy Winthrop	Concord, N. H.
Bauer, Sylvia Melbourn	New York City	Endress, Marguerite C.	Sault Ste. Marie, Mich.
Baumgartner, Sera	Los Gatos, Cal.	Evans, Mary Elsie	Wilkes Barre, Pa.
Beasley, Clara Bradford	Ellington, Conn.	Fanning, Vera Vivian	Riverhead, L. I.
Beaumont, William Watson	Deer Lodge, Mont.	Farrington, Ethel	Washington, D. C.
Bebee, Etta Sophia	Manchester Center, Vt.	Frame, Elsa Louise	Toledo, O.
Beelar, Lola Agnes	Indianapolis, Ind.	Franklin, Kate Mann	Flushing, L. I.
Bennett, Rama Virginia	Boulder, Col.	Frost, Helen	Minneapolis, Minn.
Black, Miriam	Waco, Tex.	Fuller, Florence Idele	Nutley, N. J.
Blancke, Marguerite Isabel	Linden, N. J.	Gallagher, Mary Hazel	Richmond, Va.
Bliven, Helen Canon	New York City	Ganz, Estelle	Jersey City, N. J.
Boatwright, Eleanor Miot	North Augusta, S. C.	Gardner, Beatrice Sturtevant	Westtown, N. Y.
Bogart, Madge Tozer	Oshkosh, Wis.	Gillard, Doris	Englewood, N. J.
Bridge, Sarah Helen	Glen Ridge, N. J.	Gilman, Edith Gladys	Bethel, Vt.
Bridgman, Eleanor Tyson (Mrs.)	Pelham, N. Y.	Gilman, Esther Alice	Bethel, Vt.
Brinkerhoff, Margaret Boughton	(Mrs.)	Given, Alta	Dumont, N. J.
	Brooklyn, N. Y.	Goddard, Myra	Leonia, N. J.
Broderick, Katherine Margaret	Jersey City, N. J.	Goodman, Florence Kleiner	New York City
	Brooklyn, N. Y.	Goodrich, Katherine Brown	Ossining, N. Y.
Brodie, Helen	East Rochester, N. Y.	Greenwald, Rose Ruth	Brooklyn, N. Y.
Brown, Marguerite E.	Brooklyn, N. Y.	Greig, Mary	New York City
Bryan, John Buckley	Brooklyn, N. Y.	Guernsey, Marion Rockefeller	Schoharie, N. Y.
Buermeyer, Meta Dorothea	(Mrs.)	Guthrie, Jessie Catherine	Poughkeepsie, N. Y.
Burns, Louise Russell Mantell	New York City	Hagadorn, Marion Jane	Olean, N. Y.
	Yonkers, N. Y.	Hahn, Louise Caroline	Louisville, Ky.
Carey, Rosamond	Brooklyn, N. Y.	Hall, Alma M.	Ridley Park, Pa.
Castello, Frances Winifred	Forsyth, Ga.	Hamilton, Faye Ileene	Newark, N. J.
Center, Augusta Blanchard	Toronto, Ontario, Canada	Harmer, Bertha	Toronto, Canada
Clayton, Mary	Provincetown, Mass.	Haskins, Bertha Katherine	Wellsville, N. Y.
Cobb, Ethel Fay	New Rochelle, N. Y.	Hawkinson, Nell Xenia	Webster, Mass.
Coffin, Mildred Ethel	Brooklyn, N. Y.	Herckner, Charlotte	Trenton, N. J.
Cohen, Victoria Barad (Mrs.)	Waupun, Wis.	Hess, Emma Charlotte	Louisville, Ky.
Conant, Gertrude Edith	Orange, N. J.	Hill, Hannah	Oberlin, O.
Conger, Edith	Brampton, Ontario, Canada	Hill, Ruth E.	Flemington, N. J.
Conover, Ethel Grace	Holyoke, Mass.	Hindermach, Edna Bertha	Jeddo, Pa.
Conway, Alice	Brooklyn, N. Y.	Hirst, Katherine	Camden, N. J.
Cook, Gladys Harriette	Wells, Minn.	Holbrook, Louise Gertrude	East Orange, N. J.
Cook, Sherman R.	Brooklyn, N. Y.	Hopper, Arthur Frederick	Plainfield, N. J.
Cooper, Katharine Marie	Indianapolis, Ind.	Howe, Fanny R.	New York City
Craig, Robert Clifton	Rock Hill, S. C.	Huntly, Mabel Foster	Calais, Me.
Creighton, Elizabeth Hope	Minerva, N. Y.	Hutchings, Mabel Ione	Chassell, Mich.
Cronin, Lillian Teresa	Batavia, N. Y.	Hyman, Barney Benjamin	Brooklyn, N. Y.
Crossett, Maude Genevie	Glen Ellyn, Ill.	Illman, Mary Gillespie	Morristown, N. J.
Crounse, Dorothy	Lewiston, Idaho	Ingersoll, Mary Godiva	Delta, Col.
Crozier, Alice Louise	Plainfield, N. J.	Ingerson, Winifred Anne	Mayville, N. Y.
Cubberley, Marjorie	Hicksville, N. Y.	Janney, Rebecca Sinclair	Baltimore, Md.
Darling, Clara C.	New York City	Jennings, Lucille	Brownwood, Tex.
Davidson, Elizabeth Jean	Kutztown, Pa.	Jensen, Emma Botilda	Benson, Minn.
Deatrick, Anna Louise		Johnson, Bernice Ellen	Grand Rapids, Wis.

Johnson, Sarah E.	Troy, N. Y.	Nusbaum, Lucille Rebecca	Clarksburg, W. Va.
Jones, Anita Louise	Brooklyn, N. Y.	O'Connor, Mary Speed	New York City
Kaster, M. Louise	Topeka, Kan.	O'Donnell, Mary Patricia	New York City
Kay, Helen Boak	New York City	Olin, John William E.	Rutherford, N. J.
Kemp, May D.	Wichita, Kan.	Olson, Sigurd Bernhardt	Calumet, Mich.
Kennedy, Olive Ingalls	Scranton, Pa.	Ostrander, Gretchen Pond	Schuylerville, N. Y.
Kennerly, Mary Douglas	Gainesville, Tex.	Otto, Dora Marie	Riley, Kan.
Ketcham, Eleanor McDonald	Culver, Ind.	Owen, Helen Mildred	Rochester, N. Y.
King, Charlotte Louise	Ypsilanti, Mich.	Parks, Hazel	Milwaukee, Wis.
Kingsley, Helen Tefft (Mrs.)	New York City	Patton, Martha H.	New York City
Kintner, Alice W.	Stroudsburg, Pa.	Peterson, Caroline F.	Lancaster, Pa.
Klaer, Bertha	Milford, Pa.	Phillips, Elizabeth Barclay	Williamsport, Pa.
Klauber, Marguerite Josephine	New York City	Pickett, Ethel Blanche	Carthage, Mo.
Kolshorn, Agnes Marie	Red Wing, Minn.	Pierce, Emma Kellogg	New York City
Kudlich, Luise	Drifton, Pa.	Pincus, Max	New York City
Langner, Henrietta M.	Buffalo, N. Y.	Pinkerton, Eleanor Dawson	Baltimore, Md.
Lantz, Louise Berner	Marinette, Wis.	Pinney, Mabel M.	Arlington, N. J.
Laub, Cyril Garrison	Brooklyn, N. Y.	Pohl, Elsa	New York City
Lawsing, Margaret Bell	Catskill, N. Y.	Price, Mary McCue	Lewisburg, W. Va.
Lee, Evelyn M.	New York City	Pulvermacher, Dolores	New York City
Libert, Madeline Louise	Lewiston, Ida.	Purcell, Reuben Randall	Brooklyn, N. Y.
Lied, Inez M.	Fargo, N. D.	Rabinowitz, Helen	Jersey City, N. J.
Lissauer, Fanny	New York City	Rafferty, Marion B.	Willimantic, Conn.
Littler, Lillian Margaret	Bloomfield, N. J.	Raisch, W. LeRoy	Ocean Grove, N. J.
Lloyd, Dorothy A.	New York City	Rapp, Margaret E.	Delanco, N. J.
Locke, Lillian Hendrickson	Trenton, N. J.	Rathbone, Rosalie Virginia	Denton, Tex.
Long, Jessie Ann	Gaylordsville, Conn.	Retting, Lucy N.	Grand Rapid, Mich.
McAllister, Bess Lydia	Seattle, Wash.	Rhodes, Ella	Saginaw, Mich.
McCallum, Amelia Brown	Brooklyn, N. Y.	Ritchie, Gladys	Jennings, La.
MacFadden, Harriette Elizabeth	Hollidaysburg, Pa.	Risner, Damaris	Knoxville, Tenn.
MacFarlane, Nina Viola	Whitewater, Wis.	Ritchie, Margaret	Bay City, Mich.
McKechnie, Mary Waters	New York City	Robertson, Margaret Jane	New York City
MacMillan, Helen May	Brooklyn, N. Y.	Robertson, William David	Watertown, N. Y.
Mack, Eleanor Louise	Erie, Pa.	Roose, Gertrude	Perrysburg, O.
Mack, Irene Marie	Olean, N. Y.	Rosenthal, Abraham	New York City
Maddi, Pattronella Marie	New York City	Ross, Jessie Dolsen	Norwich, Ontario, Canada
Maltby, Catherine Linsly	Northford, Conn.	Ross, Katherine Crystal	Mt. Kisco, N. Y.
Mann, Margaret Elder	Lewistown, Pa.	Ross, Marion Arletta	Norwich, Ontario, Canada
March, Lola May	New York City	Royce, Helen	Englewood, N. J.
Marckwardt, Salome Ellen	Ann Arbor, Mich.	Russell, Helen Hack	Morgantown, W. Va.
Marker, Beulah	Los Angeles, Cal.	Russell, Marion Fitch	Kalamazoo, Mich.
Matteson, Dorothea Elizabeth	Mt. Vernon, N. Y.	Sample, Ethel T. L.	Upper Montclair, N. J.
Mayer, Evelyn S.	Salt Lake City, Utah	Saxman, Ethel Julia	Latrobe, Pa.
Medrick, Charlotte Nearport	Port Jervis, N. Y.	Schapiro, Mary Lillian (Mrs.)	New York City
Merritt, Elizabeth Rider	Danbury, Conn.	Schmidt, Elsa	New York City
Meyer, Ida	New York City	Schoder, Emily C.	New York City
Miller, Marea	Hoosick Falls, N. Y.	Schoening, Frederick Conrad	New York City
Miller, Mary E.	Strasburg, Pa.	Schwarz, Mae Louise	Paterson, N. J.
Miller, Mary May	Fargo, N. D.	Scofield, Ethel Catharine	Milwaukee, Wis.
Milo, John Emerson	Oswego, N. Y.	Scott, Florence Moore	Highland Mills, N. Y.
Minor, Kathryn Townsend	Flushing, N. Y.	Sector, Flora	Indianapolis, Ind.
Moran, Helen Browne	Brooklyn, N. Y.	Safer, Gladys Lucile	Rochester, N. Y.
Moses, Florence	Mt. Vernon, N. Y.	Shank, Dorothy Myrta	Carlton, Ore.
Mullin, Marjorie Wayne	Germantown, Pa.	Shedd, Susan Jane	Swarthmore, Pa.
Mulry, Katherine M.	Kalamazoo, Mich.	Sheldon, Katharine Gloria	Mendon, Mich.
Munro, Ruth Huntoon	Moline, Ill.	Sherman, Mary W.	New York City
Norris, Rosalind	New York City	Sherwood, Marion Jay	Plainwell, Mich.

Shigo, Anna	Freeland, Pa.	JUNIORS—CLASS OF 1919	
Siever, Winifred Natalie	Wichita, Kan.	Ackerman, Alpha	Hillsdale, N. J.
Siglar, Grace Elizabeth		Adams, Helen	Oberlin, O.
	North Germantown, N. Y.	Albrecht, Charlotte	Los Angeles, Cal.
Sime, Marjorie Helen	St. Paul, Minn.	Alden, Esther Hyde	Philadelphia, Pa.
Sinclair, Pattie Lucile	Augusta, Ark.	Aldous, Bertha Leishear	Passaic, N. J.
Sing, Berth Anna	Oil City, Pa.	Applegate, Mildred	Brooklyn, N. Y.
Sipp, Mildred L.	Buffalo, N. Y.	Baird, Hazel Marie	Missoula, Mont.
Smith, Irene Marie	New York City	Baker, Dorothea Edwards	Jamestown, N. Y.
Solender, Samuel S.	Pleasantville, N. Y.	Baker, Reginald P.	Mt. Vernon, N. Y.
Spaulding, Elizabeth Adelle	Denver, Col.	Barber, Mary Isabel	Titusville, Pa.
Stapler, Anna Paul Kirk	Abington, Pa.	Barnard, Vivia Gray	New York City
Steinschneider, Frieda	Yonkers, N. Y.	Baskette, Saidee Ballentine	Huntsville, Ala.
Stevens, Elizabeth Mary	Eau Claire, Wis.	Bedell, Luella Ethel	Richmond Hill, N. Y.
Stevens, Mary E.	Hobart, N. Y.	Begeman, Etta Adelaide	Belleville, N. J.
Stewart, Lucile	Mt. Vernon, N. Y.	Beisel, Anne Louise	La Crosse, Wis.
Stickney, Alice Marguerite	Elizabeth, N. J.	Bennett, Floi Elizabeth	Green Bay, Wis.
Stockton, Dorothy	Ridgewood, N. J.	Bennett, Virginia Caswell	New York City
Storms, Dorothy Anderson		Bernholz, Emily M.	New York City
	Buzzards Bay, Mass.	Best, Mary Bradley	St. Louis, Mo.
Strange, Ora	East Orange, N. J.	Best, Virginia P.	New York City
Stull, Josephine Edie	Wilkes-Barre, Pa.	Bettenhausen, Verona E.	Hazleton, Pa.
Sweet, Margaret	New York City	Bishop, Helen Quimby	Bridgehampton, N. Y.
Syze, Freda Virginia	Staten Island, N. Y.	Blair, Ida	Newark, N. J.
Taylor, Christine Agnes	Astoria, L. I.	Blaustein, Fannie	Baltimore, Md.
Taylor, Mary Alvira	Greenville, Tenn.	Blumgarten, Cecilia	New York City
Taylor, Mary Sanford	Bethlehem, Pa.	Bond, Frances Gertrude	
Taylor, Robert George	New York City		Manchester Center, Vt.
Terry, Florence	East Bloomfield, N. Y.	Booth, Edna A.	Kingston, Ontario, Canada
Thomas, Mary Dann	Lima, O.	Branner, Ethel Cecilia	New York City
Towey, Anna Constance	Katonah, N. Y.	Breadon, Grace	Olean, N. Y.
Trane, Stella Irene	La Crosse, Wis.	Brookes, Elizabeth Mary	St. Louis, Mo.
Treyz, Sarah Louisa	Cooks Falls, N. Y.	Brown, Emma Belle	Brimfield, Mass.
Tuttle, Margaret Elmina	Madison, S. D.	Brown, Frances Leighton	Tunkhannock, Pa.
Tuttle, Mary Brookings	Plattsburg, N. Y.	Brown, Nellie (Mrs.)	Metamora, Ind.
Van Dyck, Alice Douglas	New York City	Brown, Philip, Jr.	Port Washington, L. I.
Van Riper, Gladys	Jersey City, N. J.	Brownell, Bertha Valentine	Fall River, Mass.
Van Volkenburgh, Elsie Marion	Beaver, Pa.	Brush, Winifred Abbie	Manchester Depot, Vt.
Vaughan, Roy Benjamin		Buck, Beatrice Imogene	New York City
	Hollis Court Boulevard, L. I.	Bullis, Jeannette	Detroit, Mich.
Wagler, Arthur C.	Richmond Hill, L. I.	Burdick, Harriet Esther	Wilkes Barre, Pa.
Walser, Elizabeth Zabriskie	Cohoes, N. Y.	Burns, Sarah Angeline	West Carrollton, O.
Walsh, Norma O.	New York City	Bushell, Carria Grace	New York City
Ward, Gladys Josephine	Toronto, Canada	Canfield, Gertrude Cecil	East Orange, N. J.
Waters, Kaethe S. (Mrs.)	New York City	Carlock, Adelaide Lindsley	
Watson, Ellen Pike	Spencer, Mass.		Hasbrouck Heights, N. J.
Watson, Esther	Boston, Mass.	Carothers, May Irene	Dunkirk, N. Y.
Weber, Anna Rosina	Strasburg, O.	Case, Adeline Lucille	Jefferson, O.
Welles, Anna Hunt	Scranton, Pa.	Chaffee, Bessie	Detroit, Minn.
Wellwood, Grace Taylor	New York City	Chaplin, Eunice	Rock Hill, S. C.
Westgate, Mabel Elizabeth	Riceville, Pa.	Chapman, Jane Ada	Kent, Wash.
Willard, Florence	Passaic, N. J.	Chew, Eleanor Muchmore	Morristown, N. J.
Wilson, Florence Alden	Seattle, Wash.	Clark, Anna Lawson Kragwig	
Winchell, Clarence W.	Jersey City, N. J.		Plattsburgh, N. Y.
Wittner, Helen Dorothea	Brooklyn, N. Y.	Claster, Blanche	Lock Haven, Pa.
Wood, Mabel Corinne	Paterson, N. J.	Cobb, Leila May	Scranton, Pa.
Wurster, Pauline	New York City	Collamore, Marion	New York City
Zons, Clarissa L. G.	New York City	Condon, Alberta Louise	New York City

Cook, Marvel Clyde	Lima, O.	Goodell, Mary Elizabeth	Syracuse, N. Y.
Cooney, Bernardine	Sparta, Ill.	Goodman, Stella H.	New York City
Couse, Emily Winsor	Asbury Park, N. J.	Gorman, Anna Gertrude	Holyoke, Mass.
Coxley, Irma Helen	Jersey City, N. J.	Graff, Esma Bertha	Navesink, N. J.
Cramer, Calista Ruth	Schuylerville, N. Y.	Gray, Hattie Dunklin	Laurens, S. C.
Cramer, Esther Minnie	Schuylerville, N. Y.	Gray, Mabel Lucile	Lima, N. Y.
Crawford, Catherine	Pittsburgh, Pa.	Greenwood, Lydia Howard	Lawrence, Mass.
Crawford, Margaret E. A.		Griswold, Jessie Aiken	Milwaukee, Wis.
	Brampton, Ontario, Canada	Guernsey, Eupheme Irwin	Yonkers, N. Y.
Crocheron, Margaret Gladys		Hale, Elmira	New York City
	Mt. Vernon, N. Y.	Hall, Laura Margaret	Dunstable, Mass.
Croselmire, Neva Sara	Newark, N. J.	Hames, Anzonetta	Beeton, Ontario, Canada
Curry, Marjorie	Palo Alto, Cal.	Hamilton, Sarah Edmeston	Berlin Heights, O.
Cutler, Harriet Bulkley	Mt. Hermon, Mass.	Hanchette, Mary Estelle	Hancock, Mich.
Davis, Lillian V. S.	Little Falls, N. Y.	Hanford, Lillian Adell	Waverly, N. Y.
Dayton, Bernice	Willoughby, O.	Hanson, Ellen Julia	Marquette, Kan.
Derby, Eveleth	Englewood, N. J.	Harding, Ernest Arthur	West Paterson, N. J.
Dersheimer, Florence Mae	Tunkhannock, Pa.	Harriman, Irene Florence	Rahway, N. J.
Deutsch, Naomi	Cincinnati, O.	Harris, Edith Hearn	New Milford, Conn.
De Witt, Katharine Eliza	Jersey City, N. J.	Harwood, Ethel M.	Minneapolis, Minn.
D'Humy, Elena Theodora	Englewood, N. J.	Hawley, Edith Adeline	Elk City, Kan.
Dillon, Marie Kathryn	Holyoke, Mass.	Heins, John P.	New York City
Dodson, Phyllis Olga	Berwick, Pa.	Henderson, Hazel Pearl	Manistee, Mich.
Downs, Martha	Wharton, N. J.	Hendry, Elizabeth	Roslindeale, Mass.
Dugan, Mary Dimmick	Hazleton, Pa.	Hiester, Adele Sue	Reading, Pa.
Duram, Margaret Irene	Yonkers, N. Y.	Higgins, Olivia Cameron	Glen Ridge, N. J.
Eckert, Edna Margaret	Newark, N. Y.	Hill, Ada Winifred	Yonkers, N. Y.
Edgerton, Lucile	Lebanon, Tenn.	Hill, Elizabeth Caryl Bryan	New York City
Edson, Caroline Moore	Scottsville, N. Y.	Holman, Araminta	Leavenworth, Kan.
Ehrlich, Philip	Bronx, N. Y.	Hopkins, James E.	Fulton, N. Y.
Eisenbrandt, Alice A.	Mt. Washington, Md.	Hopping, Carol Marguerite	
Elliott, Mary Gertrude			Bridgehampton, N. Y.
	Hastings-on-Hudson, N. Y.	Horton, Eudora Belle	Middletown, N. Y.
English, Irene	Brainerd, Minn.	Hosack, Anna Grace	Blairsville, Pa.
Fecht, Emma Flora	Kansas City, Kan.	Howell, Laura	Middletown, N. Y.
Ferris, Helen Elizabeth	Port Chester, N. Y.	Hubbard, Florence Tuttle	Hartford, Conn.
Fitch, Natalie Kiersted		Hudler, Viedel	St. Louis, Mo.
	Upper Montclair, N. J.	Hughes, Regina Marie	Paterson, N. J.
Fopeano, Helena Johanna	Abingdon, Va.	Hulme, Hannah Catherine	Paterson, N. J.
Ford, Grace Garland	Lynchburg, Va.	Hunsicker, Agnes Savilla	Lehigh, Pa.
Foster, Katharine Lois	Utica, N. Y.	Hunt, Dorothy Chase	Brooklyn, N. Y.
Francis, Haydee Elinor	Taylor, Pa.	Hyman, Pauline Beatrice	Lima, Ohio
Fraser, Margaret Isabel	New York City	Immel, Marian vonKammerer	
Freidinger, Stella Martha	Pekin, Ill.		Mt. Vernon, N. Y.
Freimuth, Edna	Duluth, Minn.	Jacob, Edna Hilda	New York City
Fulton, Agnes Fraser	Yonkers, N. Y.	James, Mae	New York City
Garesché, Lala Séron	St. Louis, Mo.	Jennison, Harry A.	Staten Island, N. Y.
Garman, Ellen Mary	Bangor, Me.	Johnson, Beulah Margaret	Ellicott City, Md.
Garrison, Olive	Yonkers, N. Y.	Johnson, Katharine Barber	Plattsburgh, N. Y.
Gerard, Margaret Bryant		Johnson, Leonora Elmont	Jersey City, N. J.
	South Norwalk, Conn.	Johnson, Lorna Ione	Springer, N. M.
Gherst, Lilian Margaret	Millersville, Pa.	Jones, Dorothy Malcolm	Catskill, N. Y.
Gilbert, Josephine H.	Glencoe, Minn.	Jones, Elizabeth Louise	Yonkers, N. Y.
Gilchrist, Francesca Barker	New York City	Joyce, Margaret Cecelia	Paterson, N. J.
Glancey, Frances Louise	Elma, Wash.	Judson, Eleanor	Kalamazoo, Mich.
Glover, Rebecca Morgan	Haddonfield, N. J.	Kalb, Abraham I.	New York City
Golden, Mary Frances	Marlinton, W. Va.	Kaufhold, Edith M.	Scranton, Pa.
Goldfarb, Israel	Brooklyn, N. Y.	Kingan, Ida Jane	Topeka, Kan.
Goldfarb, Samuel E.	Brooklyn, N. Y.	Kohn, Marie Gunther	New York City

Krauter, Edith Bell	Glen Ridge, N. J.	Ranger, Edna Amelia	New York City
Labenow, Max	Brooklyn, N. Y.	Rasey, Dorothy	Holyoke, Mass.
Lamb, C. Elizabeth	Waterloo, Ia.	Rawson, Adelaide	Ridgewood, N. J.
Lamont, John Wood	Brooklyn, N. Y.	Reed, Mildred Anne	Whitewater, Wis.
Lamson, Julia Ruth	Norwalk, Conn.	Reid, Grace Leone	Cincinnati, O.
Landreth, Helen Adelia	Schenectady, N. Y.	Rice, Marguerite Adams	Spokane, Wash.
Leichliter, Carrie S.	Trenton, N. J.	Richie, Mary Jane	Brooklyn, N. Y.
Leighton, Frances H.	Hollis, N. H.	Richmond, Theresa Idola	Patten, Me.
Leonard, Clare Agatha	East Orange, N. J.	Ricker, Kate Amanda	Fredericksburg, Va.
Lester, Agnes Leigh	New York City	Ricker, Marion Campbell	Malden, Mass.
Lewis, Laura Alma	Ripley, N. Y.	Ridley, Helen Elizabeth	New York City
Livingston, Elsie	Englewood, N. J.	Riley, Ruth Elizabeth	New York City
Lowenstein, Irma Teller	Wilkes-Barre, Pa.	Roberts, Jane Lukens	Philadelphia, Pa.
McConnell, Berenice Akin	Carlisle, Ind.	Robinson, Ruth	Palestine, Tex.
McDermand, Bessie Pt.	Burwell, Ontario, Can.	Robson, Helen Kitchel	Detroit, Mich.
McElhinny, Caroline Virginia	New York City	Roetter, Jenet Elizabeth	Dayton, O.
McIntosh, Mildred	Alda, Neb.	Rohan, Mary	Wyoming, O.
McIntyre, Elizabeth Mabel	Fergus, Canada	Roman, Leonore	New York City
McKay, Louis Paul	Holland, Mich.	Rood, Elizabeth Crossett	Pleasantville, N. Y.
McLeod, Mary Mills	Oil City, Pa.	Rupert, Ada Isaphine	Columbiana, O.
McMillan, Corinne Frances	Minneapolis, Minn.	Russell, Earle Stone	Gorham, Me.
Madden, Margaret Lois	Knoxville, Tenn.	Russell, Helen Haek	Morgantown, W. Va.
Mankey, Elizabeth Magdalene	Camden, N. J.	Ryan, Ellen Mary	Stratford, Conn.
Many, Emily Augusta	New York City	Salsman, Lois Esther	Berkeley, Cal.
Maplesden, Gwendoline Elva	New York City	Savery, Emerson Blaine	Falmouth, Mass.
Marvin, Mary Margaret	Zumbrota, Minn.	Schawarocho, John Theodore	Elmhurst, L. I.
Mayer, Marion Margaret	Corona, N. Y.	Schneeweiss, Lucille (Mrs.)	New York City
Meads, Aileen Mary	Benton, Ill.	Scott, Anna	Yarmouth, Nova Scotia
Menagh, Anna Taylor	Jersey City, N. J.	Scott, Gladys Alida	Willcox, Ariz.
Mendelson, Anna Wharton	New York City	Shaw, Beatrice Elise	New York City
Mier, Meta Eugenia	St. Louis, Mo.	Sheerer, Rebekah Cooper	Greensburg, Pa.
Millar, Eleanor Graham	New York City	Sheerin, Mary Elizabeth	New York City
Millar, Katharine Saam	Asbury Park, N. J.	Sherwin, Katherine Isabel	Valhalla, N. Y.
Miller, Frances Weston	New York City	Shipman, Dorothy	New York City
Miller, Norma Field Maynard	Burlington, Vt.	Simmons, Nellie Agnes	Sherburne, N. Y.
Molstad, Ragna	Spring Valley, Minn.	Sims, Mabel Matilda	Montclair, N. J.
Moore, Mary Lee	Fulton, Mo.	Sirginson, Ella	New York City
Moress, Elsie Jeannette	White Plains, N. Y.	Smallwood, Frances Eloise	Warsaw, N. Y.
Morey, Helen Hulda	New York City	Smith, Julia Catherine Leona	Buffalo, N. Y.
Morris, Miriam Emma	New York City	Smith, Lulu Edna	Eldorado Springs, Mo.
Morton, Grace Margaret	Washington, Pa.	Sornberger, Irene	Windsor, N. Y.
Munson, Dorothy Rude	Huntington, Mass.	Sowter, Helen	Great Falls, Mont.
Murray, Alice Winton	Scranton, Pa.	Spafford, Ivol O.	Rock Creek, O.
Nelson, Florence Christine	Dayton, Ia.	Spalding, Elmetta Ruth	New York City
Oettinger, Margaret Louise	Scranton, Pa.	Sparrow, Caroline Elizabeth	Montreal, Canada
Ogilvie, Nellie	Seattle, Wash.	Sterz, Emily C.	Woodcliff, N. J.
Olson, Edythe Louise	Minneapolis, Minn.	Stevenson, Helen Clare	Brooklyn, N. Y.
Overstreet, Ethel Ruby	Eustis, Fla.	Stewart, Chloe	Metropolis, Ill.
Page, Alyce Oliver	Marietta, N. C.	Stewart, Florence H.	Canandaigua, N. Y.
Partrick, Charles David	Elizabeth, N. J.	Stone, Marion Cornelia	Southington, Conn.
Paulson, Esther Fredrika	Yonkers, N. Y.	Strang, Anna Violet	Brooklyn, N. Y.
Peck, Flora Estelle	Syracuse, N. Y.	Strohm, Augusta	Tiffin, O.
Pfeifer, Ethel	New York City	Swinburne, Susie Peary	Hackensack, N. J.
Pierce, Clare	La Grande, Ore.	Teepie, Georgia Fletcher	Fort Morgan, Col.
Pockman, Georgiana Boice	Hasbrouck Heights, N. J.	Tetrick, Amy Rachael	Clarksburg, W. Va.
Proctor, Erna Elizabeth	Atlanta, Ga.	Thompson, Dorothy Grace	Cooperstown, N. Y.
Pulver, Kathryn	Pine Plains, N. Y.	Thompson, Harold Starr	Fulton, N. Y.
		Thompson, Hila	Rochester, N. Y.
		Tisdale, Doris Harriet	New York City

Titus, Irma Frances	Roslyn, L. I.	Barber, Elizabeth Wright	Englewood, N. J.
Towne, Mildred Porter	Jersey City, N. J.	Barlow, Alice Worthington	New London, Conn.
Townsend, Helen Curtis	Mt. Vernon, N. Y.	Beam, Mildred Esther	Hartsdale, N. Y.
Troy, Julia Corinne	Centerville, Md.	Beltz, Genevieve Sara	Pittsburgh, Pa.
Tucker, Katherine Barnard	Albany, N. Y.	Berges, Cecelia Ruth	White Plains, N. Y.
Turner, Catherine Adela	Rome, Ga.	Berges, Marion Louise	White Plains, N. Y.
Tuttle, Jessie Pauline	Newark, N. J.	Bergmann, Elsie E.	Brooklyn, N. Y.
Tuttle, Margaret Elizabeth	Syracuse, N. Y.	Berliner, Elsie	New York City
Uslander, Benjamin	Paterson, N. J.	Biber, Charlotte	Brooklyn, N. Y.
Van Santford, Ethel Gertrude	Dumont, N. J.	Blumstein, Juliet Fay	New York City
Van Syckle, Edith Lizzie	Sussex, N. J.	Bovie, Lucy Virginia	New Rochelle, N. Y.
Van Vlaanderen, Helen Elizabeth		Brauer, Florence Hazel	New York City
	Montclair, N. J.	Brice, Lillian Kirkland	New York City
Vineyard, Sarah Bledsoe	Boise, Idaho	Brown, Harriet Maxwell	Williamsport, Pa.
Von Berg, Eva Lea	Albert Lea, Minn.	Brown, Ruth Stewart	New York City
Vreeland, Hester Lois	New York City	Burnett, Edith	Lexington, Mass.
Walter, Edith Gertrude	Brooklyn, N. Y.	Burns, Margaret Rebecca	Evansville, Ind.
Wandell, Minnie	Glenbrook, Conn.	Burns, Suzette	New York City
Waple, Catherine Troutwine	Tyrone, Pa.	Campbell, Isobel	New York City
Ware, Florence Emma	Elizabeth, N. J.	Carter, Helen Louise	Stoneham, Mass.
Waring, Bernice Eloise	Kalamazoo, Mich.	Chung, Waiha	Canton, China
Warner, Eleanor	Riverhead, N. Y.	Churton, Ethel	Binghamton, N. Y.
Warren, Ruth Davenport	Washington, D. C.	Clark, Winifred Mary	Peru, N. Y.
Waters, Florence Linwood	Medina, N. Y.	Claster, Jeanette Rose	Harrisburg, Pa.
Waters, Vera Elmina	Ulysses, Neb.	Coe, Mildred Woollacott	Westfield, N. J.
Watriss, Martha	New York City	Cohen, Constance Margrette	
Watts, Frances Elizabeth	Glen Ridge, N. J.		Far Rockaway, L. I.
Webster, Orpha Marie	Hines, Wis.	Cohen, Esther	Jersey City, N. J.
Weld, Florence Mary	South Bend, Ind.	Cohen, Evelyn	Palisade, N. J.
Wesley, Mary	Buffalo, N. Y.	Collins, Ruth	Knoxville, Iowa
Wheeler, Thelma Adaline	Northport, N. Y.	Connelly, Ethelyn Lucile	Ludlow, Pa.
White, Catherine	Fresno, Cal.	Crampton, Helen Marion	New York City
Wilcox, Fay	Billings, Mont.	Crane, Dorothy	Sparrow's Point, Md.
Williams, Grace Dorothy	New York City	Croll, Victoria	Mt. Vernon, N. Y.
Willson, Mildred Bernice	Jamestown, N. Y.	Crowell, Charlotte	Erie, Pa.
Wilson, Louise Beth	Brooklyn, N. Y.	Cumming, Helen Marie	Nutley, N. J.
Winslow, Geneva Jean	New York City	Cushman, Lucile Mohida	
Witt, Ruth	Flushing, N. Y.		Riverdale-on-Hudson, N. Y.
Wolff, Lillian	New York City	Dahl, Sara	Bucyrus, N. D.
Woolsey, Maud M.	Grantwood, N. J.	Davidson, Leora Madeline	Ramsey, N. J.
Wright, Byrdee B.	Memphis, Tenn.	Davis, Mary Pirrson	Roslyn, N. Y.
Wright, Marion Frances	Malone, N. Y.	Dealey, Alice Gilbert	Mineral Wells, Tex.
Wyatt, Leta A.	Salina, Kan.	Dibble, Frances Jane	Hillsdale, Mich.
Young, Helen	Mt. Vernon, N. Y.	Doster, Mary Catharine	New York City
Zabriskie, Alice Mabel	Norwichtown, Conn.	Dowd, Frances Miner	Madison, Conn.
Ziegler, Harriet Marjorie	Scranton, Pa.	Eberlein, Bernice Margaret	Cleveland, O.
Zuck, Edna M.	Coytesville, N. J.	Edwards, Marjorie	Brooklyn, N. Y.
		Elliot, Ruth	White Plains, N. Y.
		Evans, Florence Palmer	York, Pa.
		Ewart, Margaret	Plainfield, N. J.
		Fairbanks, Helen	Yonkers, N. Y.
		Fendig, Selma Jeanette	Brunswick, Ga.
		Finkelstein, Eva	Jersey City, N. J.
		Fletcher, Mary L.	New York City
		Folsom, Dorothy Margaret	Piermont, N. Y.
		Frank, Florence Kleeman	Scranton, Pa.
		Frontera, Mary Magdalen	Maspeeth, L. I.
		Fuller, Ruth Haight	Jefferson, N. Y.
		Garfunkel, Rose	New York City

SOPHOMORES—CLASS OF 1920

Abrams, Miriam	Brunswick, Ga.
Adair, Mildred Labaw	Bernardsville, N. J.
Akin, Alice Rothertha	Anoka, Minn.
Aldrich, Mary Edith	Riverhead, L. I.
Alexander, Virginia M.	Chattanooga, Tenn.
Anderson, Dorothy Frances	Philadelphia, Pa.
Anderson, Helen Ellis	Selma, Ala.
Andrews, Phyllis Westover	Brooklyn, N. Y.
Angell, Marion	New Rochelle, N. Y.
Arbogast, Mary Gertrude	Pittsburgh, Pa.

Garst, Rachel	New York City	Pepper, Olive Walton	Allensville, Ky.
Goldfarb, Solomon	New York City	Perry, Helen May	Nyack, N. Y.
Goldsmith, Ruth Schreiber	Newark, N. J.	Pearson, Ethel	Newark, N. Y.
Gorman, Edna Mildred	Bridgeport, Conn.	Platt, Annette	New York City
Hankemeyer, Helen May	Hartford, Conn.	Polhemus, Belle	Ocean Grove, N. J.
Harned, Emilie Bartholomew		Pope, Mary Adelaide	Newburgh, N. Y.
	Philadelphia, Pa.	Pratt, Gertrude Kincaid	North Adams, Mass.
Heckman, Albert William	Meadville, Pa.	Price, Helen Hope	Cleveland, O.
Herzog, Gertrude Elizabeth	Tyrone, Pa.	Pryor, Daisy De Bet	Arizona, La.
Herzog, Nina Ranger	New York City	Rakity, Samuel	New York City
Himoff, Lillian	New York City	Redd, Marian	Bluff, Utah
Hotchkiss, Alice	New York City	Redfern, Mabel Lillian	Brooklyn, N. Y.
Howe, Ruby Jones (Mrs.)	Brooklyn, N. Y.	Richmond, Fred Morris	Youngstown, O.
Huntington, Eleanor Thelma		Riddick, Mary Alice	Petersburg, Va.
	Mt. Vernon, N. Y.	Rock, Joan Margaret	Cleveland, O.
Jagowski, Elizabeth A.	Chicago, Ill.	Rodriguez, Manuela	Panama, P. R.
Janes, Martha Blanche	New York City	Rogers, Vera Hawthorn	Brooklyn, N. Y.
Joachim, Helen Magdalene	Athens, Pa.	Rolfe, Josephine Jefferson	New York City
Joseph, Kate	Jersey City, N. J.	Rose, Laura Colegrove	New York City
Kaufhold, Esther Madaline	Scranton, Pa.	Rothenberg, Rose Janet	New York City
Kaufman, Rosetta Charlotte	New York City	Sarafian, Armenia Arpiné	Yonkers, N. Y.
Keefe, Grace Maria	Springfield, Mass.	Schain, Selma	Berwick, Pa.
King, Margaret	Montclair, N. J.	Schang, Frances Mercedes	New York City
Kliatscho, Alexandra Gordon	New York City	Schopp, Ethel Josephine	New York City
Knox, Irene Virginia	Clarksburg, W. Va.	Schwartz, Blanche	El Paso, Tex.
Korn, Helen	New York City	Shafer, Mary Sherman	Manito, Ill.
Krause, Lydia Fairfax	Chicago, Ill.	Shanks, Sarah Chapman	New York City
Kuhman, Henrietta	Brooklyn, N. Y.	Shofner, Eva Inez	Brewton, Ala.
La Pointe, Liano	New London, Conn.	Simpson, Dorothy Maude	York Harbor, Me.
Lautz, Amalia Elizabeth	Orchard Park, N. Y.	Singer, Augusta	New York City
Leclercq, Marie Therese	Grantwood, N. J.	Stanley, Ethel Catherine	Woodcliff, N. J.
Leonard, Mildred	Woodcliff-on-Hudson, N. J.	Stern, Cora M.	New York City
Lingg, Elsa	Westfield, N. J.	Steurer, Eloise Katherine	New York City
Lyman, Dorothy Allen	Upper Montclair, N. J.	Stratton, Gladys Elizabeth	Burlington, Vt.
McCorry, Margaret Mercedes	Brooklyn, N. Y.	Swan, Edith Estelle	Newark, N. J.
McGuinness, Genevieve Gertrude		Taft, Ruth Cushing	Brooklyn, N. Y.
	New York City	Tan Ditter, Stella	Corona, L. I.
Mann, Winifred Evenden	Richmond Hill, L. I.	Taylor, Clara Mae	Vineland, N. J.
Margulies, Rose Gwendolyn	New York City	Taylor, Jane Bliss	New York City
Michalover, Sarah Lillian	Brooklyn, N. Y.	Taylor, Margaret Samuels	Scranton, Pa.
Minzie, Lionel Fredric	Brooklyn, N. Y.	Thompson, Fanny Jane	Jamestown, N. Y.
Mosher, Marion	Oberlin, O.	Tompkins, Sarah Van Horne	
Muessen, Josephine V.	Woodmere, L. I.		Atlantic Highlands, N. J.
Neth, Clara Bidwell	Tarrytown, N. Y.	Treyz, Helen Amanda	Cook's Falls, N. Y.
Neumann, Beatrix Hazel	New York City	Valentine, Miriam Wells	Williamantic, Conn.
Neurad, Jeannette Adolphine	New York City	Vincent, Dorothy	Danville, Pa.
Newburgh, Louise Virginia	Cincinnati, O.	Vincent, Margaret	Danville, Pa.
Noble, Mary	Glenside, Pa.	Wager, Jean Livingstone	Troy, N. Y.
North, Dorothy	Upper Montclair, N. J.	Ward, Marjorie	East Orange, N. J.
Oppenheimer, Elsa	New York City	Warren, Mary Margaret	Lockport, N. Y.
Owen, Margaret Kemp	Hazleton, Pa.	Weldon, Doris	Iowa Falls, Ia.
Oyeman, Evalina Catherine	Gardenville, Md.	White, Margaret Jessup	Southampton, L. I.
Padgett, Ina	Ocilla, Ga.	Widder, Mabel	Mt. Vernon, N. Y.
Patteson, Jessamine	Tarrytown, N. Y.	Williams, Marjorie Olive	Scranton, Pa.
Peabody, Elizabeth Barrett		Willoughby, Laura Robinson	
	White Plains, N. Y.		Washington, D. C.
Pearce, Dorothy Shepard	Manasquan, N. J.	Winckler, Ruth Bridge	Asbury Park, N. J.
Pearlstine, Evelyn Emma	Charleston, S. C.	Yost, Margaret Katherine	Little Rock, Ark.
Pedlar, William Arthur	Brooklyn, N. Y.	Young, Robin	New York City

FRESHMEN—CLASS OF 1921

Alleman, Elizabeth	Geneva, N. Y.	Friedman, Eva	New York City
Anderson, Kate Bogue	Avon, N. Y.	Frome, Esther	East Orange, N. J.
Armstrong, Bonney Snitjer	San Jose, Cal.	Furlong, Marie Elizabeth	New York City
Baeza, Madeleine A.	New York City	Gardiner, Ruth	Hartford, Conn.
Barnett, Marion	New York City	Gates, Marybelle Melinda	Bronxville, N. Y.
Bartley, Marie Louise	New Rochelle, N. Y.	Gill, Alletta Langdon	Haddonfield, N. J.
Baxter, Isabelle Rankin	New York City	Graham, Eleanor Nottingham	Paterson, N. J.
Bayer, Ethel	New York City	Grenzbach, Frances	New York City
Beach, Jane L.	Brooklyn, N. Y.	Gunn, Carolyn E.	Sunderland, Mass.
Beedenbender, Harry Leonard		Hall, Marjorie	Indianapolis, Ind.
	West Fort Lee, N. J.	Hamilton, Helen Chandler	East Orange, N. J.
Behrend, Henrietta	Washington, D. C.	Harvey, Edith	Bronx, N. Y.
Benneyan, Aroos	White Plains, N. Y.	Heilbut, Lenore	Long Island City, N. Y.
Best, Irene Kathleen		Heimberger, Sylvia Oppenheim	Buffalo, N. Y.
	Winnipeg, Manitoba, Canada	Hubbard, Ruth Weaver	Brooklyn, N. Y.
Bilhuber, Gertrude	Maywood, N. J.	Huie, Caroline Alida	New York City
Blewett, Margaret Mary	Jamestown, N. D.	Jennings, Grace Elizabeth	Scranton, Pa.
Blüss, Marie Katherine Adele		Johnson, Margaretta Comstock	
	Irvington-on-Hudson, N. Y.		Norwich, Conn.
Bosak, Josephine	Scranton, Pa.	Jones, Carmen Sylva	Scranton, Pa.
Briggs, Margaret Sherman	Scranton, Pa.	Jones, Ruth Whitney	Cambridge, Md.
Brooks, Helena Frances	Killingly, Conn.	Journeay, Lucy H.	Leonia, N. J.
Brough, Florence	Hammondsport, N. Y.	Kamsler, Bernice Vivian	New York City
Burdett, Evelyn	East Orange, N. J.	Kaplan, Leona	New York City
Carris, Helen Estelle	Trenton, N. J.	Karpen, Lucille	New York City
Carrison, Elizabeth	Camden, S. C.	Keating, Madeline	New York City
Chapman, Louise Goodwin	Winsted, Conn.	Keller, George Jacob	Bloombsburg, Pa.
Chinn, May Edward	New York City	Kendrick, Caroline	Tarrytown, N. Y.
Clark, Elizabeth Kelton	Burlington, Vt.	Klaas, Henrietta Frances	Montclair, N. J.
Clay, Elizabeth	Selma, Ala.	Knighton, Marian	New York City
Corbin, Emeline Laura	Bainbridge, N. Y.	Lamson, Rosita	Norwalk, Conn.
Corneille, Hazel Willard	Pawling, N. Y.	Lasser, Miriam	Brooklyn, N. Y.
Crabtree, Ruth Foster	Montgomery, N. Y.	Levy, Helen Rosamond	New York City
Crawford, Louise Patterson	Pittsburgh, Pa.	Lewis, Anna Elizabeth	West Chester, Pa.
Dailey, Effie Lylia	East Orange, N. J.	Lord, Grace	Santa Fé, New Mexico
Daley, Helen Amelia		McConnell, Matilda Isabelle	Pennsdales, Pa.
	West New Brighton, N. Y.	MacDonald, Vivian C.	Jersey City, N. J.
Daly, Helen	New York City	McKeown, Marjorie	East Orange, N. J.
de Roche, Esther	Passaic, N. J.	MacLoskey, Marie Ruth	New York City
Diefendorf, Dorothy	New Haven, Conn.	McTeigue, Frances Mary	Mt. Vernon, N. Y.
Dimmick, Ann Eleanor	Scranton, Pa.	Magilligan, Agnes Ann	Brooklyn, N. Y.
Donovan, Mary Elizabeth	New York City	Marmor, Minnie	Bronx, N. Y.
Drummond, Louise Augusta	Riverton, Wyo.	Martin, Anna Kendall	New York City
Dugan, Rosamond	Hazleton, Pa.	Maynard, Nellie	Roose, N. Y.
Dwight, Elizabeth Parsons	New York City	Menzel, Hélène Elizabeth	East Orange, N. J.
Echer, Charlotte	Leonla, N. J.	Millard, Faith Hopkins	Binghamton, N. Y.
Elitharp, Marie	Watertown, N. Y.	Miller, Gertrude Dunham	Glencoe, Ill.
Ellis, Marion	Yonkers, N. Y.	Minor, Marie Baldwin	Flushing, N. Y.
Esser, Anne Estelle	Yonkers, N. Y.	Moffat, Constance	Orange, N. J.
Everett, Meldon Ada	Kansas City, Mo.	Nicholson, Ruth	Henderson, Ky.
Fish, Clara	New York City	Niggin, Claire Dora	Vineland, N. J.
Fisher, Adela Breakstone	Wilkes-Barre, Pa.	Norton, Marion	Syracuse, N. Y.
Floyd, Beatrice	Detroit, Mich.	Ogden, Margaret Elizabeth	Elizabeth, N. J.
Forchheimer, Marjorie	White Plains, N. Y.	Olney, Mary	Leicester, Mass.
Foster, Ruth	Ortega, Fla.	Ortmann, Lucile	Mobile, Ala.
Francisco, Elinor	Middletown, N. Y.	Ostrander, Lila Fay	Plattsburg, N. Y.
Frazier, Bonnie Jean	Little Ferry, N. J.	Pease, Ramona Antisdale	Hudson, Mich.
		Pollak, Elsie	New York City
		Pope, Gladys Anna	Washington, D. C.

Pope, Lucy Harvie	New York City	Bartley, Hazel Eleanor	Toledo, O.
Powell, Lenelle	Ellsberry, Mo.	Bathmann, Naomi	Paterson, N. J.
Richard, Margaret Elizabeth	Elizabeth, N. J.	Belcher, Stella Adelaide	West Medford, Mass.
Rogers, Anna	Bayport, N. Y.	Bertsch, Marguerite	New York City
Rogers, Dorothy	New York City	Bigelow, Clara L.	Hartsdale, N. Y.
Rosenfeld, Jessie	New York City	Bihn, Louise Elizabeth	Toledo, O.
Rowe, Abbie Louise	Oswego, N. Y.	Bird, Alice Baxter (Mrs.)	San Diego, Cal.
Russell, Virginia	Ashland, Ky.	Blunt, Euphemia	New York City
St. Martin, Cidette	Pass Christian, Miss.	Bonsall, Elsie Lee	New York City
Salzman, Estella A.	Brooklyn, N. Y.	Boroughs, Margaret G.	Austin, Tex.
Sander, Bella Ester	New York City	Boyce, Ethel Ruth	Clearfield, Pa.
Scanlan, Jeanne Marie	New York City	Bradley, Charles B.	Tarrytown, N. Y.
Scholz Marion Anna	Bronx, N. Y.	Brauer, Marietta Virginia	Richmond, Va.
Schram, Elsa Theresa	Yonkers, N. Y.	Brown, Annie	Wusih Kiangsee, China
Sel, Beatrice	Nutley, N. J.	Brown, Mary Magoun	New York City
Sharretts, Marguerite	Baltimore, Md.	Brown, Pluma	New York City
Shattuck, Marjorie Bancroft	Brooklyn, N. Y.	Burns, Marguerite	West Boylston, Mass.
Shields, Edythe Coralie	New York City	Butts, Mary Evans	Agricultural College, Miss.
Siesel, Louisa C.	Lancaster, Pa.	Caballero, Ramon	Habana, Cuba
Sinclair, Roberta Sweet	Bisbee, Ariz.	Cadwgan, Annie Elizabeth	Scranton, Pa.
Sinsheimer, Julia L.	New York City	Cady, Eva Somers	Jericho, Vt.
Smith, Helen Claire	Bloomfield, N. J.	Caldwell, Louise	Campbellsville, Ky.
Smith, Margaretta A.	Bronx, N. Y.	Campbell, Elsie Kurth	New York City
Spalding, Frances Benjamin	New York City	Campbell, Estelle M.	New York City
Steeves, Elaine Bell	White Plains, N. Y.	Campbell, Robert Arthur	New York City
Stern, Ruth Isabelle	Dallas, Tex.	Cannon, Mary D.	Montclair, N. J.
Sterz, Gertrude Amalia	Woodcliff, N. J.	Casademont, Leocadie	New York City
Stiehl, Ida Vera	White Plains, N. Y.	Chamberlain, Nina Lenita	Sparkill, N. Y.
Taylor, Mary Elizabeth	Abbott, Neb.	Cheesman, Clara L.,	Garrison-on-Hudson, N. Y.
Thenen, Eugenie Marie	Jersey City, N. J.	Cohn, Alfred E. (Mrs.)	New York City
Thompson, Marion Frances	Jamestown, N. Y.	Cole, Margaret Helen	Tropico, Cal.
Thrall, Mary Palmerlee	Lakeville, Conn.	Comers, Elizabeth V.	Cleveland, O.
Towsley, Theo Clara	New York City	Converse, Sarah J.	New York City
Trull, Adeline Grace	New York City	Cook, Rosamond Chestina	Leominster, Mass.
Tyler, Robert Daniel	Washington, D. C.	Cowan, Georgia C.	Brooklyn, N. Y.
Wachman, Mary	New York City	Cron, Hulda Alice	Cleveland, Ohio
Wakeman, Marion Couch	Westport, Conn.	Crosby, Irene Goff (Mrs.)	New York City
Wappler, Marianna	Yonkers, N. Y.	Dahlman, Jane Teare (Mrs.)	Berlin, N. H.
Ward, Dolores	Williamsport, Pa.	Davis, Irene Ursula	New York City
Watkins, Dorothy Voorhees	Romano, Santo Domingo	Decker, Emma Augusta	Little Falls, N. Y.
Way, Julia	New York City	Desmond, Helen Mannix	New York City
White, Rosalind	North Bennington, Vt.	Dickerson, Clara Lee	St. Clairsville, O.
Whitman, Hazel B.	New York City	Dietrich, Sarah P. W.	South Bethlehem, Pa.
Wood, Helen Prunyn	Ridgewood, N. J.	Doyle, Reba Fletcher	San Diego, Cal.
Wood, Margaret	New York City	Duffy, Louisa Jane	Nauwigewauk, New Brunswick, Canada
Wurtenberger, Laura Josephine	Mt. Hermon, Mass.	Dunn, Delphine	Greencastle, Ind.
Zwernemann, Eugenie Marie	Jersey City, N. J.	Dunn, Dorothy Adams	New York City
		Duryea, Sarah Alma	Sea Cliff, N. Y.
		Ellert, John F.	New York City
		Elliot, Gabrielle	Rumford Point, Me.
		FitzGerald, Eloise Dashiell	Newark, N. J.
		Ford, Ella P.	Lynchburg, Va.
		Franke, Viola M.	Brooklyn, N. Y.
		Frantz, Nancy W. Friend (Mrs.)	Lydia, Md.
		Freeman, Florence	Watervliet, N. Y.
		Frisbee, Elizabeth	Orange, N. J.
		Garson, Eva	New York City
		Gibbs, Clarissa V.	Dunkirk, N. Y.

UNCLASSIFIED STUDENTS

Adams, Harold J.	Paterson, N. J.
Allen, Lenore	Bisbee, Ariz.
Allison, Elizabeth Wilson	Belleville, Pa.
Anderson, Edith	Youngsville, Pa.
Atkinson, Elva Honore	Chicago, Ill.
Bacon, Gladys	Greenwood, Miss.
Banning, Beatrice	St. Paul, Minn.
Barnes, Harriet Wilson	Minneapolis, Minn.

Gillis, Anne Regis	Medford, Mass.	Minami, Takeo	Tokio, Japan
Gittinger, John Frederick	Hackensack, N. J.	Mitchell, Margaret Agnes	New York City
Goduco, Tomasa	Manila, P. I.	Nelson, Christine Warner (Mrs.)	New York City
Goodale, Anna Catherine	Waterloo, Ia.		New York City
Gordon, Rose	New York City	Nettleton, Bertha Eliza	East River, Conn.
Graham, Lillian Beatrice	Andes, N. Y.	Newman, Anna I.	Yonkers, N. Y.
Graves, Marie A.	Albany, N. Y.	Nisbet, Malvina Graham	Greenville, S. C.
Green, Anna L.	New York City	O'Donnell, Agnes Marie	New York City
Greenwood, Gertrude Hawley	Elk City, Kan.	Pashayan, Elizabeth	Kenosha, Wis.
Griffin, Mary E.	Ottawa, Canada	Peckham, Charlotte Ethel	West Nutley, N. J.
Guernsey, Beatrice Georgina		Perkins, Fanny D.	Brooklyn, N. Y.
	Bowmanville, Ontario, Canada	Perry, Merla Maida	Andover, Ohio
Gunther, Theresa Charlotte		Peterson, Ira E.	Jersey City, N. J.
	Hackensack, N. J.	Purdy, Mabel Dulon	Bronxville, N. Y.
Hall, Ellen	Lynchburg, Va.	Quinlan, Walter	Newburg, N. Y.
Hamilton, Elizabeth Wiley	East Orange, N. J.	Raymond, Alma Hazleton	Flatbush, N. Y.
Hart, Mildred Elizabeth	Elizabeth, N. J.	Rhone, Cecelia Edna	Passaic, N. J.
Hayden, Margaret	Cleveland, O.	Riker, Doris	White Plains, N. Y.
Hayes, Margaret Chapin		Rockwell, Isabel	Glen Ridge, N. J.
	South Manchester, Conn.	Rohrbach, Elizabeth	Clarion, Ia.
Helmschmied, Fern Isabelle	Meriden, Conn.	Roman, Norma	New York City
Holden, Harriet Eliza	Bridgeport, Conn.	Romer, Bertha May	Newark, N. J.
Huff, Sara B.	New York City	Roth, Caroline Adora	South Bend, Ind.
Humfeld, Fannie Queen	Kansas City, Mo.	Russell, Oertel Rich	Ogden, Utah
Hungerford, Gertrude E.	Belleville, N. J.	Russell, Romaine	Hickory, Pa.
Hurlbutt, Cornelia Moön	Woodstock, Vt.	Schneidan, Ingeborg H.	Little Falls, Minn.
Hutcheson, Martha Henrietta		Schuman, Clyde Beatrice	Savannah, Ga.
	Warrenpoint, Ireland	Schwepe, Emma	San Antonio, Tex.
Inge, Jane (Mrs.)	Nashville, Tenn.	Seigrist, Louisa Kathryn	Mason, W. Va.
Johnson, Edith Wilburta	Morristown, N. J.	Shanks, Jean	Hamilton, Ontario, Canada
Johnson, Inga Marie	Yarmouthville, Me.	Shemeley, Florence E.	Newark, N. J.
Johnson, Mary Anna	New York City	Sheppard, Emma Eliza	Elmer, N. J.
Johnstone, Esther		Shirley, Garland Latimer	Dayton, Va.
	Vernonville, Ontario, Canada	Slocum, Angelita Elizabeth	Winsted, Conn.
Kelly, Edith (Mrs.)	Nyack, N. Y.	Smith, Edith Evelyn	Fayetteville, N. Y.
Kosower, Thelma	Brooklyn, N. Y.	Smith, Julia Mary	New York City
Kuhn, Edna Belle (Mrs.)	New York City	Spafford, Emily H.	New York City
Lahiff, Ellen Geraldine	New York City	Sperry, Ruth Comstock	Berea, Ky.
Lake, Marjorie Larish	Central City, Col.	Stockwell, Wallace Emery	Montclair, N. J.
Laws, Marion B.	Outremont, P. Q., Canada	Storm, Freda	Spokane, Wash.
Leach, Iva Marjorie	Florida City, Fla.	Ströhmman, Minna	Brooklyn, N. Y.
Lee, Virginia	New York City	Svenddal, Dagny	New York City
Legge, Florence Emily	Toronto, Canada	Taft, Elsey Rogers	Baltimore, Md.
Le Page, Marion Harriett	Mt. Vernon, N. Y.	Taylor, M. May	Toronto, Canada
Lewis, Sarah Louise	Corvallis, Ore.	Taylor, Rachel Wyckoff	Redbank, N. J.
Lockhart, Evelyn Pew	Toledo, O.	Temple, Julia E.	Palm Beach, Fla.
Lyman, Helen	Hudson, Mass.	Thompson, Eliza Bailey	New York City
MacArthur, Eda	Mt. Pleasant, Mich.	Thompson, Harriet Duncan	Brooklyn, N. Y.
McCrery, Jonnie	Corsicana, Tex.	Thompson, Nellie M.	Denver, Col.
McGee, Maude	Juliette, Ga.	Thorndike, Elizabeth Frances	Montrose, N. Y.
McGill, Elsa	Nashville, Tenn.	Todd, Bessie Lee	Lexington, N. C.
McGroarty, Margaret A.	New York City	Traub, Laura Maude	New York City
McIver, Margaret Neal	Gulf, N. C.	Tufry, Gertrude	White Plains, N. Y.
McNeff, Katherine	Portland, Ore.	Van Eps, Floyd C.	Rockville Center, L. I.
Miles, Laura Marian	Pocomoke City, Md.	Van Kirk, Mary Standerwick	
Miller, Ada Marie	Rockwood, Mich.		Wickatunk, N. J.
Miller, Anna Elizabeth	Stillwater, Okla.	Vroom, Mary Adeline	Richmond, N. Y.
Miller, Cora	Syracuse, N. Y.	Wagner, Philip Michael	Newark, N. J.
Miller, Pattie Day (Mrs.)	New York City	Walsh, Nellie Evangeline	Liberty, N. Y.

Wanzer, Menia Hoyt	Dorchester Center, Mass.	Williams, Winifred (Mrs.)	Armour, S. D.
Weeks, Margaret Watson	Natchitoches, La.	Wilson, Maryetta	What Cheer, Ia.
Whitcomb, Edna Caroline	South Gardner, Mass	Winterble, Margaret R. Malone (Mrs.)	
White, Lyda Arnold	Los Angeles, Cal.		New York City
Whitney, Alma Louise	Rye, N. Y.	Woodward, Alice Louise	Jersey City, N. J.
Williams, Catherine Howell (Mrs.)		Wright, Beatrice	Boonton, N. J.
	Newark, N. J.	Zinno, Henri F.	New York City

SUMMARY

I. Graduate students:

Candidates for the degrees Doctor of Philosophy, Master of Arts, Master of Science, and the Teachers College diploma, major in:

Administration of Education	89
Educational Sociology	18
Elementary Education	43
History of Education	13
Kindergarten Education	19
Philosophy of Education	25
Psychology of Education	45
Religious Education	33
Rural Education	8
Secondary Education	28
Vocational Education	17
Biology	9
English	64
Geography	2
History	27
Latin	5
Mathematics	55
Modern Language	11
Physical Science	13
Household Arts	72
Fine Arts	22
Industrial Arts	16
Music	7
Nursing and Health	5
Physical Education	18
Unclassified Graduate Students	114
Total	778

II. Undergraduate students:

Candidates for the degree of Bachelor of Science and the Teachers College Diploma:

Unclassified in Education	466
Seniors in Practical Arts	273
Juniors in Practical Arts	331
Sophomores in Practical Arts	166
Freshmen in Practical Arts	153
Unclassified in Practical Arts	218

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III. Summary:

Total matriculated students in Teachers College	2385
Additional matriculated students both schools, Summer Session 1917	1380
Matriculated students from other parts of the University	370
Total matriculated students, Teachers College, from July 1, 1917	4135

(In addition to the above there are 1189 students in the Horace Mann Schools, 593 extension students in the School of Practical Arts, and 2035 non-matriculated students in the Summer Session of 1917.)

UNIVERSITY OF ILLINOIS-URBANA



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